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ABSTRACT

A sample of behavioral objectives and related test items that could be developed for content modules in Home Economics levels I and II, this book is intended to enable teachers to construct more valid and reliable test materials. Forty-eight one-page modules are presented, and opposite each module are listed two to seven specific behavioral objectives and the related sample test items. Half of the modules are for level I and half for level II, those for each level falling under one of four subject headings: (1) Human Development, (2) Housing, Furnishing, and Equipment, (3) Food and Nutrition, and (4) Clothing and Textiles. Each module consists of identification of the content emphasis, time allotment, two to four broad behavioral outcomes, several suggested learning experiences, suggestions on measurement of student progress, and a list of related modules. The following are representative of the module titles: Career Chatter, I Am Me; Extending Family Resources; Fire Safety; Party Perfect Foods; Sparkling China, Gleaming Crystal, and Shining Pots; Perk Up a Breakfast; Tools for Home Sewing; Making and Wrapping Gifts; Pride in Family Traditions and Customs; Jobs that Deal with People; Operating Household Cleaning Equipment; A Safe Trip Through the Home; Analyzing Food Labels; Creative Cookies; Special Diets; How Foods Work for You; Cooking Outdoors; Instant Sewing for Self; Measuring for Correct Pattern Size; Making Your Clothing More Personal; and Face Facts. (EM)

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HOME ECONOMICS

Sample Test Items

Levels I and II

CE 011 454

The University of the State of New York
The State Education Department
Bureau of Home Economics Education
Bureau of Elementary and Secondary Educational Testing
Albany, New York 12234
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Foreword

The measurement of student achievement in both the cognitive and psychomotor domains is an ongoing process that should be conducted throughout a module of instruction. This process will help both the teacher and the student to determine the extent to which the student has obtained the expected behavior that is described in each module.

The intent of this publication is to provide teachers with a sample of some of the behavioral objectives and related test items that could be developed for the modules included in this publication. It is our hope that, after studying the materials in this publication and reviewing the test construction procedures in the recently published booklet Measuring Student Achievement in Home Economics, the teacher will be able to construct more valid and reliable test materials.

This publication was developed jointly by the Bureau of Home Economics and the Bureau of Elementary and Secondary Educational Testing. Carol Jabonaski, Home Economics, and Kenneth Ormiston, Testing, coordinated the publication. We would like to express our appreciation to the following teachers who served on the test item committee: Margaret A. Charters, Syracuse University; Gwen Johnson, Oneonta; Marilyn Klink, Buffalo; Rosemary McJury, Deer Park; Jane Farrar, Schenectady; Patricia Whalen, Plattsburgh.

Elizabeth A. Brown, Chief
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HOME ECONOMICS

Sample Test Items

Levels I and II

Module: YOUR FAMILY NEEDS YOU

Behavioral Outcomes:

1. Identifies the functions of family groups in a contemporary society and family contributions to individual home members.
2. Analyzes his own contributions to family life.

Suggested Learning Experiences:

- Use buzz groups to answer the following questions: "What is a family?" "Why do we live in families?" "What does my family do for me?" Work responses into a bulletin board. (1)
- Hold a symposium consisting of a grandparent or senior citizen, a parent, and a class member to discuss changes seen in family functions over the years. (1)
- List responsibilities members have to their families, and discuss how failure to assume these affects the family. (2)
- Define ways members can contribute to well-being of the family group. (1)
- Students in family groups such as one-parent, two-parent, three generations, or other, hold family councils on given problems. (2)
- Develop a check sheet for determining contributions to family life. Assess "Things I Do" and "How My Family Reacts." (2)
- FHA Experience: design and use an evaluation sheet on "How I Rate as a Family Member." Base a chapter program on the summaries. (2)

Suggested Measurement of Student Progress:

- List changes in family functions and responsibilities identified in symposium and family council sessions. (1)
- Rate check sheet kept by student for one week's activities. (2)

Some Related Modules:

Fun Trips for the Whole Family
Extending Family Resources
Sparkling China, Gleaming Crystal, Shining Pots
"I Am Me"
Operations Home
Making and Keeping Friends
Sharing in the Care of Clothing

Your Family Needs You

Behavioral Objectives	Sample Test Items
1. The student will be able to list three functions of family groups in a contemporary society that were discussed in class. (B.O.1)	1. List three functions of family groups in a contemporary society.
2. When given a case study of an imaginary peer in a good family situation, the student will be able to identify one way in which each family member contributes to the family and one way in which each family member benefits from the family. (B.O.1)	2. A story about the Smith family is given below. In this story, each member of the family gives to the family and receives from the family. Read the story and then list one way in which each family member gives to the family and one way in which each family member receives from the family. **A Saturday Afternoon with the Smith Family** Last Saturday, 11 year old Matthew Smith took his 3 year old sister Kristy for a walk in the park. It was a beautiful autumn day and Matthew had a wonderful time playing in the leaves with Kristy. While the children were out, Mrs. Smith had time to make the family's favorite dessert, apple pie. Mr. Smith was pleased to smell freshly baked apple pie in the air as he came in from work.
3. The student will be able to analyze the effect of his/her actions on family life by preparing a report which describes one event when he/she did not support his/her family and telling what he/she might have done differently to support them which receives a score of at least 75% when rated by the checklist developed in class. (B.O.2)	3. Prepare a report which describes your family's reaction to one event when you behaved in one of the ways listed below. Analyze this event by telling what you should have done to give support to the family at the time of the event. a. Did not give help when needed b. Was dishonest c. Did not treat family with respect d. Was not fair e. Did not have fun with the family **Sample Checklist*** Yes / No 1. Case of non-support described ___ ___ 2. Logical family reaction described ___ ___ 3. Logical description of support given ___ ___ 4. Original case used ___ ___ *The checklist will depend upon the individual teaching situation.

Level 1: 4 hours

Module: FUN TRIPS FOR THE WHOLE FAMILY

Behavioral Outcomes:

1. Identifies one-day trips that are available to families at a reasonable cost.

2. Examines a one-day trip that might be possible for own family.

Suggested Learning Experiences:

- Have a buzz group compile a list of short trips and activities that families can enjoy at reasonable cost. (1)

- Invite a resource person from the Recreation Commission, Chamber of Commerce, or a community relations group to describe facilities in the community for family fun. (1)

- Each student research a specific trip to discover distance, cost, and any other relevant information available. (2)

- Develop bulletin board showing local and nearby possibilities for family fun. (1)

- FHA Experience: carry out a fun night with own family members or as a chapter activity. (2)

Suggested Measurement of Student Progress:

- Each student plans a one-day trip for his own family with details of purpose, time, distance, cost, and transportation. (1,2)
- Score research project for completeness of information. (2)

Some Related Modules:

Opportunities in Maintaining Buildings and Homes
Your Family Needs You
Extending Family Resources
Using Allowances
Treating Minor Injuries

Fun Trips for the Whole Family

Behavioral Objectives	Sample Test Items
1. The student will be able to list, with at least 80% accuracy, 10 of the recreational activities discussed in class which families can enjoy together during the various seasons. (B.O.1)	1. List 10 recreational activities which families can enjoy together during the various seasons.
2. When shown seven pictures of recreational facilities, the student will be able to identify in 6 out of the 7 cases, the type of recreational facility shown in each picture and one activity that a family could enjoy at each facility. (B.O.1)	2. Seven pictures of community recreational facilities are shown on the poster.in the front of the room. Identify the recreational facility shown in each picture. Name one activity that a family could enjoy at each facility. Possible facilities could include: local park, theater, YWCA or YMCA, museum or art gallery, elementary or high school, bowling alley, shopping center, local take-out restaurant, athletic field, and community center. Picture — Recreational Facility — Activity a. b. c. d. e. f. g.
3. When given a state or regional map, the student will be able to identify 5 recreational facilities for families that are located within a 50-mile radius of the student's home. (B.O.1)	3. Attached to your test paper is an area map. Identify 5 recreational facilities for families that are located within a 50-mile radius of your home.
4. Using the necessary booklets and travel brochures, the student will be able to develop a plan for a specific one-day trip which includes consideration of all the items on the trip check list developed in class. (B.O.2)	4. Using the necessary booklets and travel brochures, develop a plan for a one day trip that you would like to take with your family. Be sure to consider all of the items on the trip check list developed in class.
5. When shown six pictures of families on outings, the student will be able to determine, in 5 out of 6 cases, whether each person in the picture is being a helpful and cooperative family member and give one reason for each answer. (B.O.2)	5. Six pictures are shown on a separate paper of families on outings. On your answer sheet, indicate whether all the people in each picture are being helpful and cooperative family members. Give one reason for each answer. Yes — No — Why? Picture a Picture b Picture c Picture d Picture e Picture f

Module: CAREER CHATTER

Behavioral Outcomes:

1. Defines the meaning of work.
2. Describes the reasons people work.
3. Examines work roles of various individuals.
4. Examines the influence of school upon job preparation.

Suggested Learning Experiences:

- Discuss the meaning of work. List all key phrases on chalk board, then help students develop a definition. (1)
- Interview people to discover reasons they work at a particular job and satisfactions received from their work. Develop a "Why People Work" bulletin board. (2)
- Spend a day at work with a parent or adult friend. Report on roles of the people seen at work. Compile information on responsibilities and qualifications of an employee, of working conditions, and reasons a person might select that particular job. (3)
- Invite a panel from a variety of job levels to discuss the influence of school upon job preparation. (4)
- FHA Experience: plan a program on careers in today's job market with discussion of what "being prepared" means. (4)

Suggested Measurement of Student Progress:

- Describe - "What Work Means to Me." (1)
- List six reasons why people work for pay. (2)
- List job responsibilities of person shadowed on the job. (3)
- Match lists of school skills and related job skills. (4)

Some Related Modules:

Organizing Personal Possessions at Home
Crafts From Nature
Toy Safety
Snack Shopper

Career Chatter

Behavioral Objectives	Sample Test Items
1. The student will be able to correctly define the term work. (B.O.1)	1. Define the term work.
2. The student will be able to list at least 80% of the reasons discussed in class why people work. (B.O.2)	2. List all the reasons discussed in class why people work.
3. When given a list of job duties and a list of job titles, the student will be able to match, with at least 80% accuracy, each job title to the appropriate job duty. (B.O.3)	3. On the line at the left of each job duty listed in Column A, write the number of the job title in Column B which would have that job duty. (A number may be used more than once.) Column A / Column B ___ a. scramble eggs / 1. Cook ___ b. water plants / 2. Office worker ___ c. transplant flowers / 3. Florist ___ d. type letters ___ e. make appointments
4. When given an "Individualized Career Studies" booklet (film or set of slides) on a career not previously discussed in class, the student will be able to correctly list 2 responsibilities of the job, 2 qualifications necessary for the job, 3 facts about the working conditions and 2 reasons why the person described chose the job. (B.O.3)	4. You will be shown a career film strip. List the following information as you watch the film strip. a. 2 responsibilities of the job b. 2 qualifications necessary for the job c. 3 facts about working conditions d. 2 reasons why the person described chose the job
5. When given a story about a number of individuals working at the same job, the student will be able to underline, with at least 80% accuracy, the different job roles described in the story. (B.O.3)	5. Underline all the job roles of a nurse that are described in the following story.* It is 8:00 a.m. at Cape Kennedy. Navy Nurse, John Collins is giving the final physical to 3 astronauts getting ready to fly to the moon. In Syracuse, in the emergency room at Upstate Medical Center, Helen Gibbons is getting bandages, iodine and thermometers ready for the day's work. Over in New York City, Joan Weber gets her notes for a class she teaches about nursing. Two blocks away from Joan, Phil Potter is getting shots ready for his patients with the flu at the health clinic. Meanwhile, Mrs. Bush, a school nurse at John F. Kennedy Elementary School checks cards of boys and girls who need eye check-ups. In Los Angeles, Marion Horn is handing a scalpel to the doctor during an open heart operation. Finally a public health nurse, Florence Nightingale, gets ready her list of people she will visit because they cannot come to the hospital. *(This story may be placed on tape, in which case the student may be instructed to write down, tell the teacher or place on tape, the job roles.)
6. The student will be able to list, with at least 80% accuracy, 5 habits and 5 attitudes discussed in class which make a person a good student and a good worker. (B.O.4)	6. List 5 habits and 5 attitudes discussed in class which make a person a good student and a good worker.

Module: TOY SAFETY

Behavioral Outcomes:

1. Identifies safe toys and games for children of various ages.
2. Selects safe toys and games for children of various ages.

Suggested Learning Experiences:

- Read about, discuss, and chart ways children of various ages use toys. Chart hazards for each age group. (1)
- Display toys and games. Identify hazard for various ages. Chart the age for which each game or toy is appropriate. (1)
- Visit a store and examine toys for safety. Have store buyer discuss safety considerations which influence selections. Discuss procedure to follow if an unsafe toy is received or purchased. (1)
- Select a toy or game which a child of a specific age can safely use. Explain to class reasons for choice. (2)
- Compose a news release describing how to select safe toys for children of various ages. Distribute. (2)
- FHA experience: students collect used toys, repair them and/or alter them for safety. Give them to a children's home for Easter, Christmas, etc. (2)

Suggested Measurement of Student Progress:

- Completion Test - Give reasons why specific toys or games would be unsafe for a given age group. (1)
- Identify from a list toys and games that are safe for various age groups. (2)
- Practical Test - show students various toys and games or pictures of toys and games. Have them describe situations where each could be safely used. (2)

Some Related Modules:

Your Family Needs You
Treating Minor Injuries
Making and Wrapping Gifts

HUMAN DEVELOPMENT -
Health and Safety
Level I - 5 hours

Toy Safety

Behavioral Objectives	Sample Test Items
1. When shown a display of toys and/or games, the student will be able to correctly select 3 toys and/or games that would be appropriate for each of the following age groups: under 18 months, 18 months - 3 years, 3 years - 6 years, 6-9 years, 9-12 years. (B.O.1)	1. Select 3 toys and/or games from the display table that would be appropriate for children in each of the following age groups: a. under 18 months b. 18 months to 3 years c. 3-6 years d. 6-9 years e. 9-12 years
2. When given a series of pictures showing children playing with hazardous toys, the student will be able to identify, with at least 80% accuracy, the main toy hazard shown in each picture. (B.O.1)	2. Name the main toy hazard that is present in each of the pictures that you will be shown.
3. When given pairs of toys, one safe and one hazardous for several age groups, the student will be able to select, with at least 80% accuracy, the safe toy and name one hazard of the other toy for the age group that it was designed. (B.O.2)	3. Pairs of toys for different age groups have been placed on the side tables. Indicate which toy of each pair is the safe toy and then give one hazard of the other toy for the age group that it was designed. (e.g. clacker balls and a yo-yo; two stuffed animals, one with ingestible eyes, one without; darts with points, darts with suction caps)

HUMAN DEVELOPMENT

RELATIONSHIPS
Level 1: 4 hours

Module: "I AM ME"

Behavioral Outcomes:

1. Identifies self in relation to the various stages of life.
2. Compare personal feelings about physical, mental, social, and emotional development with those of peers.
3. Describes the influences of heredity, environment, and personal effort on uniqueness.
4. States reasons for own personal values, attitudes, and tastes and sees ways they might change.

Suggested Learning Experiences:

- Discuss the relationship of middle childhood to other stages of life. (1)
- Employ buzz group techniques to compile lists of things about physical growth that make individuals feel different. (2)
- Read how the body develops and why; study heredity and its influence. List factors in environments that make each person different from any other. Use bulletin board to present these factors. (3)
- List things that influence development of personal values. Discuss attitudes and tastes typical of age and ways these may change. (4)
- FHA experience: plan, and carry out a project to show appreciation to other people for contributions in providing good environment, love, and concern. (3)

Suggested Measurement of Student Progress:

- Collages entitled "I AM ME" with facts illustrating uniqueness. (1, 2, 3, 4)
- Matching Test - Match values, attitudes, tastes, appearance with influences from heredity, environment, and personal effort. (2, 3, 4)

Some Related Modules:

Making and Keeping Friends
Your Family Needs You
Catch the Good Grooming Habit
Putting the Basic Food Groups To Work

I AM ME

Behavioral Objectives	Sample Test Items
1. The student will be able to list, with at least 80% accuracy, the various stages of life that were discussed in class and identify his/her present stage. (B.O.1)	1. List the various stages of life and circle your present stage.
2. The student will be able to list five different ways in which he/she is growing up. (B.O.1.)	2. List five different ways in which you are growing up.
3. When shown a series of photographs, the student will be able to identify, with at least 80% accuracy, the basic need shown in each photograph. (B.O.2)	3. Look at the photographs on display. Name the basic need shown in each photograph.
4. When given a list of ten ways in which a person may be growing up, the student will be able to identify, with at least 80% accuracy, whether each way of growing up is part of a person's physical, mental, social, or emotional growth. (B.O.2)	4. The following list shows different ways in which you are growing up and may feel different from your friends. Each way is part of your physical, mental, social, or emotional growth. Put a check mark in the column which best describes each kind of growth.

	Physical Growth	Mental Growth	Social Growth	Emotional Growth
a. Improving your manners				
b. Taking more responsibility at home				
c. Growing taller				
d. Gaining or losing weight				
e. Thinking more clearly				
f. Accepting criticism				
g. Meeting older people more easily				
h. Controlling your temper				
i. Having a neater appearance				
j. Reading about a new hobby				

I AM ME (contd.)

Behavioral Objectives	Sample Test Items
5. When given a list of 10 traits, the student will be able to identify, with at least 80% accuracy, whether each trait is caused by hereditary or environmental factors. (B.O.3.)	5. Ten traits are given below. Indicate whether each trait is the result of hereditary or environmental factors by placing either an H or E in the space provided. ___ a. The shape of your nose ___ b. A slender build ___ c. Ability to ski well ___ d. Being a responsible person ___ e. The color of your eyes ___ f. Your height ___ g. The way you dress ___ h. The color of your hair ___ i. The color of your skin ___ j. The way you talk
6. When shown a series of five pairs of slides, the student will be able to describe, with at least 80% accuracy, how the attitude illustrated by each pair of slides would most likely be changing for the student's age group. (B.O.4)	6. You will be shown five pairs of slides. Describe how the attitude or taste illustrated by each pair of slides would most likely be changing for your age group. (An example of a series of 5 pairs of slides and the attitude or taste illustrated by each is shown below.) a. Attitude toward an elderly neighbor: Slide 1 - ignoring an elderly neighbor Slide 2 - taking a small gift to the neighbor b. Ability to control temper: Slide 1 - having a temper tantrum when asked to do an unpleasant job Slide 2 - being pleasant when asked to do an unpleasant job c. Trying foods which are new: Slide 1 - refusing to try food which is new Slide 2 - trying a small portion of a new food d. Ability to be a good loser: Slide 1 - sulking if your team loses a game Slide 2 - congratulating the winning team and trying to be a "good sport" e. Attitude toward school property: Slide 1 - scribbling on school desks and in books Slide 2 - trying to keep school property and materials in good condition

Module: MAKING AND KEEPING FRIENDS

Behavioral Outcomes:

1. Identifies characteristics which make or deter friendships.
2. Demonstrates characteristics which make and keep friends.

Suggested Learning Experiences:

- Buzz groups compile lists of desirable and undesirable characteristics in people and discuss reasons they like or dislike each characteristic. Role play to demonstrate effects. (1)
- Develop a "Keys to Friendship" bulletin board. (1)
- Discuss factors which influence choices for friends. (1)
- Role play ways of starting new friendships. (2)
- Develop a rating scale entitled "How Do I Rate as a Friend?" Use rating scale and plan ways to improve personal rating. (1)
- Keep an anecdotal record for a period of time, recording ways tried for becoming a better friend. Analyze results. (2)
- FHA experience: develop chapter project for increased friendliness toward shy schoolmates. (2)

Suggested Measurement of Student Progress:

- Case Study Analysis: Given a story about two unknown students, underline statements that prompt positive reactions and circle those that prompt negative reactions. Select two negative characteristics and describe ways to improve. (1)
- Essay - "Joe and Jim are good friends because...." (1)
- Essay - "I'm going to be a better friend by...." (2)
- Anecdotal Record Analysis (2)

Some Related Modules:

Catch the Good Grooming Habit
Your Family Needs You
Tuning-In to Future Homemakers of America
"I Am Me"
Encounter Personal Growth

Making and Keeping Friends

Behavioral Objectives	Sample Test Items
1. The student will be able to list, with at least 80% accuracy, five desirable characteristics discussed in class which might cause a friendship to be formed between two people. (B.O.1)	1. List five desirable characteristics that might cause you to like a person.
2. The student will be able to list, with at least 80% accuracy, five undesirable characteristics discussed in class that might stop a friendship from being formed between two people. (B.O.1)	2. List five undesirable characteristics that might cause you to dislike a person.
3. When given a short story, the student will be able to identify by underlining, at least 80% of the actions which might cause friendships to be formed, and by circling, at least 80% of the actions which might stop friendships from being formed. (B.O.2)	3. Underline all the actions in the following story that would be made by a friend, and circle all of the actions that would not be made by a friend. Anne and Joan walked to school together. Mary would not wait because she was afraid she would be late. Just as they got to school, Anne slipped and fell on the ice. One girl laughed at her and another called her "Dummy!" Joan helped her up and picked up the books she dropped. They hurried on to class. Joe bumped into them in the hall and rushed on. Anne's pencil was gone. She asked Sue if she could borrow one, but Sue said "No, my extra one is brand new." Bill loaned her one. Anne and Joan had lunch together. They sat with a new girl who was alone. Jill came by and poked Anne, saying "How could you be so sloppy and rip your stockings?" Joan stuck up for her and said it was icy. Mary joined them on the way home but she wanted them to take a new street or she wouldn't walk with them.

Module: ORGANIZING PERSONAL POSSESSIONS AT HOME

Behavioral Outcomes:

1. Identifies personal possessions which can be organized.
2. Makes items for storage of personal possessions at home.
3. Organizes personal possessions at home.

Suggested Learning Experiences:

- List on worksheet entitled "Disaster Areas" personal possessions which need to be organized such as books, magazines, clothes, dresser top items, games, or hobby materials. Look in textbooks and magazines for ways of organizing possessions. (1)
- Select and make projects such as covered boxes for storage, bulletin boards for display, magazine or book holders, closet accessories, or dresser top organizers. (2)
- Draw plans showing where things on list can be stored. Note areas which need to be organized daily, weekly, and occasionally. (1)
- Organize possessions at home according to plans and report to class. (3)
- FHA Experience: chapter sponsors project to help parents organize small items at home or to organize basement and/or attic. (3)

Suggested Measurement of Student Progress:

- Practical Test - Shown a picture or drawing of a disorganized area of a room labeled "before," students draw an "after" picture that shows ways it could be better organized, or describes changes to make. (1)
- Completion of project for organizing personal possessions at home. (2)
- Report on "How I Reorganized My Things at Home." (3)

Some Related Modules:

Making and Wrapping Gifts
Catch the Good Grooming Habit
Crafts From Nature

Housing, Furnishings and Equipment-
Management
Level I - 4 hours

Organizing Personal Possessions at Home

Behavioral Objectives	Sample Test Items
1. The student will be able to list, with at least 80% accuracy, five reasons discussed in class for organizing personal possessions at home. (B.O.1)	1. List five reasons discussed in class for organizing personal possessions at home.
2. When shown pictures of ten storage aids, the student will be able to, with at least 80% accuracy, give one use for each storage aid. (B.O.2)	2&3. Pictures of ten storage aids are given on the attached sheet of paper. In the space provided, give one use of each storage aid and then indicate whether each storage aid could or could not be made easily from discards or inexpensive materials.
3. When shown pictures of ten storage aids, the student will be able to, with at least 80% accuracy, indicate whether each storage aid could or could not be made easily from discards or inexpensive materials. (B.O.2)	
4. When given the necessary materials and a set of directions, the student will be able to construct a storage aid and obtain a score of 100% on a checklist developed in class. (B.O.2)	4. Using the materials and the set of directions provided by your teacher, construct a storage aid. Your performance will be rated by the checklist developed in class.

Sample Checklist*

	Procedure Performed Yes	Procedure Performed No
a. Assembles all materials needed for the project		
b. Reads the set of directions and asks for teacher help on steps which are not clear		
c. Follows each step on the direction sheet carefully and completely		
d. Uses proper safety measures with all tools and equipment		
e. Puts away all materials when the project is completed		
f. Completes the project in the time allowed by the teacher		

*The checklist used will depend upon the individual teaching situation.

Behavioral Objectives	Sample Test Items
5. When shown a picture of a disorganized bedroom, the student will be able to list, with at least 75% accuracy, six ways in which the possessions in the bedroom could be better organized. (B.O.3)	5. A picture of a disorganized bedroom is shown below. List six ways in which the possessions could be better organized.

Module: EXTENDING FAMILY RESOURCES

Behavioral Outcomes:

1. Examines ways to extend family resources.
2. Practices more careful use of family resources.

Suggested Learning Experiences:

- Role play ways that family resources are wasted, such as leaving electrical items on, using excessive paper products, wasting heat by leaving a door open, or wasting water when brushing teeth or doing dishes. Build a bulletin board entitled "Wasteful Ways." (1)
- Research by students into the cost of wasting one item. Report to class on the amount of money that can be saved by being less wasteful. (1)
- Use several reports to compile a family play of action on ways to extend family resources. Report to class on successes and savings in implementing a family plan. (2)
- FHA experience: sponsor an Awareness Day in the school to help promote interest in extending resources. (2)

Suggested Measurement of Student Progress:

- Game - first player names a way to extend family resources, second player repeats the first and adds one. Continue in this way, eliminating those who can't repeat and add on until a champion remains. (1)
- Anecdotal records - Ways I Help Extend Family Resources. (2)
- Plan 10 easy ways a family can extend resources. (2)
- Case Study - given a family with one teenager, a 6th grader, and a preschooler, suggest ways of extending the family resources. (1)

Some Related Modules:

Using Allowances
Snack Shopper
Emergency Care of Clothing
Making and Wrapping Gifts
Operation Home

Housing, Furnishings and Equipment-
Buymanship
Level I - 4 hours

Extending Family Resources

Behavioral Objectives	Sample Test Items
1. The student will be able to list 10 of the ways discussed in class [illegible] extend family resources. (B.O.1)	1. List 10 ways to extend family resources.
2. In a short story, the student will be able to identify by underlining, 80% of the actions which save resources and by circling, 80% of the actions which waste resources. (B.O.2)	2. In the story below, underline the things that Mary's mother does to save energy and circle the things that she does which waste energy. Mary followed her mother around the house on Monday morning to see how she rated as an energy saver: She saw her mother turn off the electric unit on the stove just before the kettle boiled. She saw that the pot for the eggs was smaller than the unit on which it sat. Her mother used hot water from the tap to start boiling the eggs. After breakfast, she put the dishes in the dishwasher and started it with a part-load. Then it was time to do the laundry. Mary's mother used a cold water wash. All of her sheets were "no iron." At last she was through her work and took a bath instead of a shower before lunch. On her way upstairs, she turned the heat up to 78 degrees.

Module: CRAFTS FROM NATURE

Behavioral Outcomes:

1. Identifies a variety of items that can be made using natural materials.
2. Uses natural materials to make a variety of items for the home and individual.

Suggested Learning Experiences:

- Collect pictures of crafts from natural materials. (1)
- Invite people who have made nature crafts to demonstrate to the class. (1)
- Develop bulletin board entitled "Crafts From Nature." Examine natural materials that can be used to make things such as pine cone wreaths or bouquets, terrariums, egg shell flowers, necklaces, pins, rings, sea shell arrangements, or paper weights. (1)
- Make several projects and display them. (2)
- FHA experience: FHA members conduct summer craft program for neighborhood children. (1, 2)

Suggested Measurement of Student Progress:

- Prepare a plan for making craft item using natural materials. Indicate materials, needed techniques, and the intended use. Share with class. (1)
- Completion of craft items. (2)

Some Related Modules:

Extending Family Resources
Organizing Personal Possessions at Home
Making and Wrapping Gifts

Housing, Furnishings and Equipment-Leisure
Level I - 4 hours

Crafts from Nature

Behavioral Objectives	Sample Test Items
1. The student will be able to name five craft items discussed or demonstrated in class that can be made using natural materials. (B.O.1)	1. List five craft items that can be made using natural materials.
2. Given a supply of natural materials and supplementary supplies (glue, wire, etc.), the student will be able to construct during class a craft item containing at least three different natural materials and obtain a score of at least 6 on an appropriate rating scale. (B.O.2)	2. Construct a craft item containing at least three natural materials from the natural materials and other supplies on your desk.* The item is to be constructed during class and will be judged in terms of originality, attractiveness and durability. *More than 3 types of natural materials should be supplied and each student should receive the same quantity and type of materials.

Sample Rating Sheet

Rating Category	Above Average 1	Average 2	Below Average 3
1. Originality-Different from craft items already demonstrated in class	___	___	___
2. Attractiveness	___	___	___
3. Durability-Strong enough to serve its purpose	___	___	___
Total Score			

Module: TREATING MINOR INJURIES

Behavioral Outcomes:

1. Identifies acceptable procedures in treating minor injuries in the home.

2. Uses acceptable procedures in treating minor injuries in the home.

Suggested Learning Experiences:

- Discuss personal injuries that have happened in the home such as cuts, bruises, burns, falls, or scrapes. Research and report to class on a specific injury, ways to treat it at home, and indications for further treatment. (1)

- Demonstrate techniques researched for treating minor injuries emphasizing use of readily available supplies. (2)

- Compile a checklist of first aid supplies that should be in every home and use it to check the home first aid equipment. (2)

- FHA experience: set up a first aid kit with instructions for use by own family. (1)

Suggested Measurement of Student Progress:

- Problem - Given a description of a minor injury, the student explains the procedure to follow in treating the injury. (1)

- Problem - Given a list of first aid supplies that should be in every home, the student explains how they should be used. (2)

Some Related Modules:

Kitchen Safety
Fire Safety
Are Your Clothes Safe?
Toy Safety
Running the Sewing Machine

Treating Minor Injuries

Behavioral Objectives

1. The student will be able to name at least 80% of a class approved list of first aid supplies that should be in every home. (B.O.1)

2. When given a list of minor injuries and a list of first aid methods, the student will be able to match with at least 75% accuracy, each minor injury with the appropriate first aid method. (B.O.1)

3. When given the description of a minor injury (cut, burn, bruise, fall or scrape), the student will be able to demonstrate on a fellow student the correct procedure for treating the injury according to methods discussed in class and obtain a score of 100% on an appropriate rating scale. (B.O.2)

Sample Test Items

1. List all of the first aid supplies that should be found in every home.

2. On the line at the left of each minor injury listed in Column A, write the number of the First Aid Method in Column B that would be used to treat that minor injury. (B.O.1)

Column A	Column B
___ a. burn	1. apply wet cloths or ice
___ b. bruise	2. put in cold water
___ c. cut	3. apply pressure
___ d. fall	4. apply grease
	5. keep warm and still
	6. apply antiseptic

3. The teacher will make an appointment with a student who will bring a friend with him/her on whom he/she will be prepared to demonstrate the correct treatment for a minor injury. The type of injury to be treated will be chosen by selecting an injury at random from a set of cards.*

*The teacher should have developed a set of cards for each type of minor injury included in the module. Each set should include:
a. A card describing the injury for the "injured" person so that he/she can act the part.
b. A card describing the injury for the student giving the demonstration.
c. A card to be used by the teacher to rate the student's treatment according to a check list agreed on in class.

Sample Set of Cards

Patient Card

A1. You have just cut your right thumb with a knife. It is bleeding. Act the part.

Demonstrator Card

A2. Your friend has just cut his/her right thumb with a knife. Treat the injury using the procedures discussed in class.

Teacher Card**

A3. Student name ____________________

___ Calms down the injured patient.
___ Applies pressure with the fingers.
___ Raises the injured hand above the elbow.
___ Puts gauze (or band aid) on the wound after bleeding has stopped.

*The teacher's card should include all steps agreed on in class.

HOUSING, FURNISHINGS AND EQUIPMENT

HEALTH AND SAFETY
Level 1: 6 hours

Module: FIRE SAFETY

Behavioral Outcomes:

1. Identifies fire hazards in school and in the home.
2. Demonstrates ways to react in fire emergencies.
3. Develops a plan to minimize fire hazards within the home.

Suggested Learning Experiences:

- Compile check lists for identifying hazards due to electrical wiring, open flames, combustible substances, i.e., grease and refuse. (2)
- Read about fire hazards present in homes and schools. Consider possible solutions and discuss safe ways to react to emergencies. (2)
- Role play ways to handle the fire emergencies discussed earlier. Include home evacuation. (2)
- Plan and carry out the minimizing of a fire hazard at home. Report to class. (3)
- FHA experience: In conjunction with the local fire department the chapter or class members prepare and present a fire safety program to school and community groups during National Safety Week. (1,2,3)

Suggested Measurement of Student Progress:

- Identification game - color parts of a picture that show fire hazards. (1)
- Demonstrate good ways to react to fire emergency situations. (2)
- Rating of the home projects planned and carried out to minimize fire hazards. (3)
- Completion test - describe in single sentences the best way to eliminate each of several home hazards. (3)

Some Related Modules:

Kitchen Safety
Treating Minor Injuries
Operation Home

Fire Safety

Behavioral Objectives	Sample Test Items
1. When shown five pictures of school rooms containing possible fire hazards, the student will be able to identify, with at least 80% accuracy, one possible fire hazard in each picture. (B.O.1)	1. You will be shown five pictures containing possible school fire hazards. Identify one possible safety hazard present in each picture.
2. When shown pictures of several rooms in a house, the student will be able to identify, with at least 80% accuracy, all of the home fire hazards present in the pictures. (B.O.1)	2. You will be shown several pictures containing possible home fire hazards. In the space provided, describe all of the home fire hazards that are present in the pictures. **Possible Home Fire Hazard Shown in the Pictures** a. Paper napkins near the stove b. Matches in a drawer where a small child can reach them c. Fat left in a broiler pan when the oven is turned on d. Oily rags stuffed in a paper bag e. A frayed cord on a lamp f. Hair which is not tied back while cooking at the stove g. Candle wax which spills on the heating unit while being melted h. Newspapers piled up in the garage i. A can of flammable cleaning fluid left open while father is smoking j. Apron not tied while cooking at the stove
3. When given a list of five fire emergencies, the student will be able to describe, with at least 80% accuracy, one safe way of reacting to each fire emergency. (B.O.2)	3. Five fire emergencies are given below. In the space provided, describe one safe way of reacting to each fire emergency. **Emergency** — **Safe Way of Reacting** a. A person's clothes catching on fire — a. ________ b. Grease fire on a stove — b. ________ c. Boy trapped in a bedroom by a fire in the upstairs hall — c. ________ d. Newspapers catching fire in the basement — d. ________ e. A frayed lamp cord catching fire in the living room — e. ________
4. Based on class discussion, the student will be able to list, with at least 80% accuracy, the 5 steps in the evacuation of a house in case of fire. (B.O.2)	4. List the five steps in evacuating a house safely in case of fire which were discussed in class.

Behavioral Objectives	Sample Test Items
5. When given a list of five home fire accidents, the student will be able to describe, with at least 80% accuracy, one safety practice that would have prevented each accident. (B.O.2)	5. Five home fire accidents are given below. In the space provided, describe one safety practice that could have prevented each accident. Accident — Safety Practice a. Used paint brushes catch fire by spontaneous combustion — a. ____________ b. Frayed cord from an iron short circuits and catches fire — b. ____________ c. Large pile of newspapers catches fire in the garage — c. ____________ d. A match used to light the stove was tossed into the waste basket and started the basket on fire — d. ____________ e. Oven explodes while being lighted — e. ____________
6. When shown a tray containing various supplies and equipment, the student will be able to identify, with at least 80% accuracy, all of the supplies and equipment that should be included in a home fire emergency aid kit. (B.O.3)	5. You will be shown a tray containing various supplies and equipment that are each identified by a different number. In the space provided on the answer sheet, write the numbers of all of the supplies and equipment that should be included in a home fire emergency aid kit.

Module: PARTY PERFECT FOODS

Behavioral Outcomes:

1. Prepares snacks using appropriate utensils and equipment, measuring techniques, and easy recipes.
2. Prepares beverages using electrical appliances.
3. Prepares a simple punch and soft dough cookies for a party.

Suggested Learning Experiences:

- Plan and prepare several snacks to serve to class, learning to use new equipment and utensils, to follow a simple recipe, or to measure ingredients. (1)
  Suggested foods: vegetable tray with dips, fresh fruit cup and cinnamon toast sticks, popcorn, chex snacks (do-dads) unbaked cookies, simple candies, hors d'oeuvre trays.
- Plan and prepare beverages while learning to use a blender or mixer. (2) Suggested foods: chocolate milk, milk drinks, eggnog, fruit drinks.
- Entertain someone outside the Department serving simple punch and soft dough cookies. (3)
- Collect class recipes and new ones to try at home. (1, 2, 3)
- FHA experience: serve refreshments at a chapter meeting. (1, 2, 3)

Suggested Measurement of Student Progress:

- Student demonstrations of measuring techniques. (1)
- Completion test on terms found in simple recipes. (1)
- Demonstrate the basic operation of electrical appliances used in class. (2)
- Problem - List the basic steps in planning refreshments for a party where homemade rolled cookies and a blender punch are to be served. (3)

Some Related Modules:

Perk Up a Breakfast
Kitchen Safety
Sparkling China, Gleaming Crystal, Shining Pots

Party Perfect Foods

Behavioral Objectives	Sample Test Items
1. When shown 10 pieces of kitchen equipment commonly used in preparing food, the student will be able to, with at least 80% accuracy, name the 10 pieces of equipment and give one use for each piece. (B.O.1)	1. Name the 10 pieces of kitchen equipment shown on the tray. Give one use for each piece of equipment. (Pieces might include: peeler, paring knife, spatula, rubber scraper, baster, slotted spoon, case knife, cutting board, tongs, and ladle.) Piece of Equipment One Use for Each
2. When given five different types of measures commonly used in recipes, the student will be able to list, with at least 80% accuracy, the abbreviation for each type of measure. (B.O.1)	2. In the space provided, write the abbreviations for each of the following measures used in recipes: Measure Abbreviation a. teaspoon ________ b. tablespoon ________ c. cup ________ d. pint ________ e. quart ________
3. When given five different meausures, the student will be able to list, with at least 80% accuracy, the equivalent measure for each given measure. (B.O.1)	3. In the space provided, write the equivalent measure for each of the given measures. a. 1 tablespoon = ____ teaspoons b. 1 pint = ____ cups c. 1 quart = ____ pints d. 1/4 cup = ____ tablespoons e. 1/2 cup = ____ tablespoons
4. When given a list of five liquid and/or dry ingredients and the pictures of several different types of measuring equipment, the student will be able to identify, with at least 80% accuracy, the piece of equipment that would be used to measure each of the given ingredients. (B.O.1)	4. The pictures of several measuring devices are shown on an attached sheet of paper. In the space provided after each ingredient listed below, write the name of the measuring device that should be used to measure that ingredient.* Ingredient Measuring Device a. 3/4 cup brown sugar ________ b. 1 1/2 cups milk ________ c. 1 teaspoon vinegar ________ d. 1 cup water ________ e. 1 1/2 teaspoon shortening ________ *Possible pictures would be metal measuring cups, glass measuring cups, measuring spoons and case knife.

Behavioral Objectives	Sample Test Items
5. When provided with one liquid and one dry ingredient, the student will be able to demonstrate, with 100% accuracy, the measuring techniques that should be used when measuring a given amount of a liquid and a dry ingredient. (B.O.1)	5. You will be asked to measure a certain amount of one liquid and one dry ingredient according to the procedures discussed in class. Your performance will be rated according to the checklist developed in class. Sample Checklist* Procedure Performed: Yes / No a. Selects the proper dry or liquid measuring equipment ___ ___ b Selects the proper size of equipment ___ ___ c. Uses a case knife or spatula to level dry ingredients ___ ___ d. Measures liquid ingredients at eye level ___ ___ e. Measures over a tray or work plate ___ ___ *The checklist used will depend upon the individual teaching situation.
6. After reading the appliance instructions and observing teacher demonstrations, the student will be able to demonstrate the safe operation, cleaning and storage of an electric mixer and receive a score of at least 75% on a checklist developed in class. (B.O.2)	6. Demonstrate the safe way to use, clean, and store an electric mixer by performing the task given to you. Your performance will be rated by the checklist developed in class. Sample Checklist* Procedure Performed: Yes / No a. Puts in beaters before plugging in mixer ___ ___ b. Checks beaters to be sure they are tight ___ ___ c. Runs mixer at the proper speed ___ ___ d. Removes beaters ___ ___ e. Washes beaters ___ ___ f. Wipes off hood with damp cloth ___ ___ g. Removes turntable to wipe base ___ ___ h. Coils cord inside bowl ___ ___ *The checklist will vary depending on procedures used by teacher in demonstration and on "use and care" manual used.
7. When given two measuring techniques for each ingredient in a simple beverage recipe, the student will be able to select the correct measuring technique for at least 80% of the ingredients. (B.O.2)	7. Two methods are listed for measuring each ingredient in the eggnog recipe given below. Circle the correct method for measuring each ingredient.

<table>
<tr><th>Behavioral Objectives</th><th>Sample Test Items</th></tr>
<tr><td>8. When given a simple recipe for a beverage, the student will be able to prepare the beverage following the procedures discussed in class and obtain a score of at least average on each category of a rating scale developed in class. (B.O.3)</td><td>8. Using the recipe provided by your teacher, prepare a beverage following the procedures discussed in class. The product will be rated by the rating scale developed in class.
Sample Rating Scale*<table>
<tr><th></th><th>Excellent (3)</th><th>Average (2)</th><th>Poor (1)</th></tr>
<tr><td>a. Consistency</td><td>____</td><td>____</td><td>____</td></tr>
<tr><td>b. Flavor</td><td>____</td><td>____</td><td>____</td></tr>
<tr><td>c. Color</td><td>____</td><td>____</td><td>____</td></tr>
</table>*The rating scale used will depend upon the individual teaching situation.</td></tr>
<tr><td>9. When given a simple recipe, the student will be able to prepare a batch of soft dough cookies, at least five of which will be rated excellent by the teacher on all of the categories of a rating scale developed in class. (B.O.3)</td><td>9. Make a batch of coconut cornflake macaroons using the recipe in your text. Select the five best cookies for teacher rating. The cookies will be rated by the rating scale developed in class.
Sample Rating Scale*<table>
<tr><th></th><th>Excellent (3)</th><th>Average (2)</th><th>Poor (1)</th></tr>
<tr><td>a. Consistency</td><td>____</td><td>____</td><td>____</td></tr>
<tr><td>b. Flavor</td><td>____</td><td>____</td><td>____</td></tr>
<tr><td>c. Color</td><td>____</td><td>____</td><td>____</td></tr>
</table>*The rating scale used will depend upon the individual teaching situation.</td></tr>
</table>

Level 1: 4 hours

Module: SPARKLING CHINA, GLEAMING CRYSTAL, SHINING POTS

Behavioral Outcomes:

1. Identifies the steps in efficient dish and pan washing by hand and dishwasher.
2. Uses correct procedures for washing dishes.

Suggested Learning Experiences:

- Read about or see a filmstrip on the correct way to wash dishes by hand and using the dishwasher. Discuss reasons for the order in which dishes are handwashed and why certain procedures make for efficiency. (1)
- Experiment with various products and procedures to clean pots and pans. (1)
- Hand wash four soiled place settings of dishes using sudsy water and three rinse pans each having two gallons of water. After completing the task, place water from each pan in a separate clear water glass. Compare the four waters for clearness and amount of sediment. Make conclusions. (1)
- Prepare and use score sheets in observing others and while doing own dishes. (2)
- FHA experience: members give mothers or guardians special weekend gift by polishing all pots and metal in kitchen and by washing meal dishes. (2)

Suggested Measurement of Student Progress:

- List steps and give reasons for suggested order for efficient dishwashing by hand and with a dishwasher. (1)
- Practical test - Random checks of dish water, rinse water, and procedures used during succeeding clean-up period. (2)

Some Related Modules:

Party Perfect Recipes
Perk Up a Breakfast
Putting the Basic Food Groups To Work

Food and Nutrition
Management
Level I - 4 hours

Sparkling China, Gleaming Crystal, Shining Pots

Behavioral Objectives	Sample Test Items
1. When given a routine dishwashing situation, the student will be able to list, with at least 80% accuracy, each of the steps discussed in class that should be followed when washing dishes efficiently by hand and one reason why each step saves time, energy, or is a good safety measure against the spread of germs. (B.O.1)	1. You have just finished eating a spaghetti dinner and are responsible for washing the dishes. The following dishes and pots must be washed: .silverware .plates .glasses .serving dishes .colonder .2 pots (1 for spaghetti & 1 for sauce) a. List each step that should be followed when washing these dishes efficiently by hand. b. Explain how each step either saves time, energy, or is a good safety measure against the spread of germs.
2. When given a routine dishwashing situation, the student will be able to list, with at least 80% accuracy, each of the steps discussed in class that should be followed when washing dishes efficiently by machine and one reason why each step should be performed. (B.O.1)	2. You have just finished eating a breakfast consisting of orange juice, bacon, eggs and cocoa and you are responsible for washing the dishes. You will be using the dishwasher to wash these items that can be safely cleaned in the dishwasher and the rest of the dishes will be washed by hand. The following dishes and pans must be washed: .silverware .plates .cups and saucers .glasses .plastic orange juice container .teflon lined aluminum fry pan .plastic spatula .glass double boiler a. List all of the steps that should be followed when efficiently washing dishes in a dishwasher. b. Explain how each step contributes to efficient dishwashing in at least one of the following ways: .saves time .saves energy .more sanitary .helps dishwasher operate smoothly .lengthens the life and the beauty of dishes and pans

Behavioral Objectives | **Sample Test Items**

3. The student will be able to perform all of the appropriate procedures when washing dishes by hand and receive a score of at least 80% on a checklist developed in class. (B.O.2)

3. Wash all of the dirty dishes on the counter by hand using the appropriate procedures. Your performance will be rated by the checklist developed in class.

Sample Checklist*	Procedure Performed Yes	No
a. Scraped dishes	___	___
b. Rinsed dishes	___	___
c. Stacked in washing order	___	___
d. Filled dishpan half full with hot, soapy water	___	___
e. Washed a few dishes at a time	___	___
f. Washed dishes in the following order: glasses, silverware, cups & saucers, plates, serving dishes, cooking utensils, pots & pans	___	___
g. Scalded or rinsed inside & out with hot water	___	___
h. Drained in dishdrainer	___	___

*The checklist used will depend upon the individual teaching situation.

4. The student will be able to perform all of the appropriate procedures when washing dishes in a machine and receive a score of at least 80% on a checklist developed in class. (B.O.2)

4. Wash all of the dirty dishes on the counter by machine using the appropriate procedures. Your performance will be rated by a checklist developed in class.

Sample Checklist*	Procedure Performed Yes	No
a. Read instruction booklet for dishwasher	___	___
b. Scraped dishes	___	___
c. Rinsed dishes	___	___
d. Removed food which is stuck-on with a scrubber	___	___
e. Secured cups & glasses in an upside-down position	___	___
f. Spaced dishes so water could circulate freely	___	___
g. Mixed knives, forks & spoons in silverware holder to avoid nesting	___	___
h. Loaded small items in separate basket & closed lid	___	___
i. Checked to be certain items that are not machine washable have not been loaded in dishwasher	___	___
j. Measured detergent and placed into dispenser	___	___
k. Closed and locked door	___	___
l. Washed dishes on the correct cycle	___	___

*The checklist used will depend upon the individual teaching situation.

Module: SNACK SHOPPER

1. Plans nutritious snacks.
2. Selects economical snacks for specific occasions.

Suggested Learning Experiences:

- Discuss times that snacks have been purchased and how good a buy each was. Discuss places where snacks are most expensive such as movies, amusement areas, and fairs. (2)
- Compare prices for various quantities, from different places, and in different packages. (2)
- Collect pictures of nutritious foods from each of the basic four groups that could be purchased as snacks. Use on a bulletin board. Use ads and shopping trips to determine costs of each food as a snack. Add this information to the bulletin board. Select good buys through discussion. (1, 2)
- Plan snacks to purchase for a class trip, a hike, after school, or after the movies. (1)
- Purchase snacks for a special occasion. (2)
- FHA experience: FHA members purchase snacks to take when chapter members are in charge of the story hour for children at the local library. (1, 2)

Suggested Measurement of Student Progress:

- List and justify snack foods appropriate for each of several situations. (1, 2)
- For a specific occasion of your choice select snacks that are nutritious and economical. (2)

Some Related Modules:

Party Perfect Foods
Putting the Basic Food Groups To Work

Food and Nutrition -
Buymanship
Level I - 4 hours

Snack Shopper

Behavioral Objectives	Sample Test Items
1. When given a list of definitions, the student will be able to identify the correct definition of the term calorie. (B.O.1)	1. A calorie is a measure of the amount of a. nutrients in the foods you eat b. vitamins that your body needs each day c. energy in the foods that you eat d. amount of food that you eat
2. The student will be able to name 5 of the 6 nutrients contained in foods that were discussed in class. (B.O.1)	2. List five of the nutrients contained in foods.
3. When given several pictures of snacks, the student will be able to identify, with at least 80% accuracy, the Basic Food Group or Groups that each snack belongs to. (B.O.1)	3. The pictures of ten snacks are shown on a separate sheet. Name the Basic Food Group or Groups that each snack belongs to. (Ditto a sheet containing drawings of 10 different snacks.)
4. The student will be able to list six of the characteristics of a good snack that were discussed in class. (B.O.1)	4. List six characteristics of a good snack.
5. When given the names of several foods, the student will be able to tell, with at least 80% accuracy, whether the food is a good or poor snack and give one reason for each answer. (B.O.1)	5. Five foods are given below. Tell whether each food is a good or poor snack and give one reason for each answer. a. fresh fruit b. potato chips c. carrots d. raisins e. cake
6. When given a choice of snacks for several situations, the student will be able to select, with at least 80% accuracy, the most appropriate and economical snack for each situation and give one reason for each selection. (B.O.1)	6. Pictures of several snacks are provided on a separate sheet of paper. Select the most appropriate and economical snack for each of the situations listed below and give one reason for each selection. (Use same sheet as used in question 3.) a. a summer picnic b. a bike hike c. a birthday party d. an after-school treat e. a movie
7. When given the price and the number of people that a snack serves, the student will be able to calculate the price per serving to the nearest cent. (B.O.2)	7. A can of fruit costs 60¢ and serves 7 people. What is the cost per serving?
8. When given a package of a snack, the student will be able to correctly figure the price per ounce to the nearest one decimal. (B.O.2)	8&9. Four advertisements for potato chips are shown below. Which brand of potato chips is least expensive? (Cut out four advertisements from a current newspaper for this question. One advertisement should be for a bag that has a weight other than 8 oz. or 1 lb.)
9. When given several newspaper advertisements for the same snack, the student will be able to correctly select the least expensive brand. (B.O.2)	

CAREER
Level 1: 4 hours

Module: WORKING WITH FOODS IS FUN

Behavioral Outcomes:

1. Identify jobs where knowledge and skills of food and nutrition are basic background for the workers.
2. Identify requirements and skills needed of workers in various food-related jobs.

Suggested Learning Experiences:

- Develop posters, charts, reference book lists about individual food jobs. (1, 2)
- Visit local institutions where food or nutrition workers can be seen in three difference kinds of jobs. Identify job characteristics and worker characteristics. (2, 1)
- Interview people in the community who have various jobs related to food and nutrition; use questionnaire developed by the class and tape the interview for replay and study. (2)
- Each student acts out a "What's My Line" charade selected from a bag containing food and nutrition related job descriptions, and "stage" properties. Others in class identify jobs portrayed. (1, 2)
- FHA Experience: each FHA member shadows a person on-the-job in the foods industry and reports findings to class. (2)

Suggested Measurement of Progress:

- Play "What's My Line" game. (1, 2)
- Game: Given a personal characteristic, identify a food-related job where this characteristic would be important. (2)
- Game: Reverse game above. Given job characteristic, match job need with personal qualification or skill needed by the worker. (2)

Some Related Modules:

Career Chatter
Kitchen Safety
Putting the Basic Food Groups To Work
Catch the Good Grooming Habit

Food & Nutrition - Career
Level I - 4 hours

Working With Foods is Fun

Behavioral Objectives	Sample Test Items
1. The student will be able to list ten jobs from those discussed in class that require a knowledge of food and nutrition. (B.O.1)	1. List ten of the jobs discussed in class that require a knowledge of food and nutrition.
2. Given a list of five job duties and a list of six job titles, the student will be able to match at least four of the five job duties to the appropriate job title. (B.O.2)	2. On the line at the left of each job duty listed in Column A, write the number of the job title in Column B to which that job duty best applies. **Column A** ____ a. Takes food orders and gives them to the cook ____ b. Cleans glasses in a hospital ____ c. Greets and seats customers ____ d. Checks the safety of food ____ e. Plans menus for parties **Column B** 1. Restaurant host/hostess 2. Counterperson 3. Food Inspector 4. Dishwasher 5. Dietician 6. Caterer
3. Given a worker characteristic and a list of four job titles, the student will be able to select in two out of three cases the job title which requires that worker characteristic. (B.O.2)	3. Select the answer that best completes each statement below and place the letter of the correct answer in the blank at the left of each question. ___ • A good job for someone who likes to work alone would be the job of a. waitress/waiter b. busboy/busgirl c. grocer * d. baker ___ • A good job for someone who is creative would be the job of a. cashier * b. chef c. dishwasher d. waiter/waitress ___ • A good job for someone who likes to provide leadership would be the job of a. cafeteria attendant b. cook's helper * c. headwaiter/headwaitress d. food checker

Module: PERK UP A BREAKFAST

Behavioral Outcomes:

1. Relates the importance of breakfast to a balanced diet.
2. Plans and prepares appealing breakfasts in school and at home.

Suggested Learning Experiences:

- See a filmstrip showing the relationship of a nutritious breakfast to a balanced diet. Discuss the advantages of having a good breakfast. Collect pictures and build a bulletin board with a perculator bubbling over with appealing breakfast foods. (1)
- Plan and prepare several breakfasts in class incorporating at least three of the basic food groups. Some suggested foods: fruit sundae, cinnamon toast, cereals with fruit topping, ice cream, french toast with fruit syrup, cocoa, scrambled eggs with bacon, or cheese, surprise muffins or coffee cake, hamburg deluxes, banana split, fruit punch. (2)
- Plan and prepare a nutritious and appealing breakfast at home. Report to class on problems and successes. (2)
- FHA experience: invite parents to breakfast at a special chapter meeting. (2)

Suggested Measurement of Student Progress:

- List five ways - to perk up your breakfast. (1)
- Prepare a guide sheet - to measure the appeal and nutritious qualities of a breakfast. (2)

Some Related Modules:

Putting the Basic Food Groups To Work
Sparkling China, Gleaming Crystal, Shining Pots
Party Perfect Foods
Snack Shopper

Food & Nutrition - Health & Safety
Level I - 7 hours

Perk Up a Breakfast

Behavioral Objectives	Sample Test Items
1. When given three breakfast menus, the student will be able to identify the menu or menus which includes selections from each of the Basic Food Groups. (B.O.1)	1. Which breakfast menu or menus includes selections from each of the Basic Food Groups? **Breakfast A** Grape Juice Scrambled Eggs and Bacon English Muffins Cocoa Food Groups ___Milk ___Fruit-Vegetable ___Bread-Cereal ___Meat **Breakfast B** Corn Flakes and Milk Cinnamon Toast Milk ___Milk ___Fruit-Vegetable ___Bread-Cereal ___Meat **Breakfast C** Strawberries Pancakes with Syrup and Sausage Milk ___Milk ___Fruit-Vegetable ___Bread-Cereal ___Meat
2. When given three definitions, the student will be able to select the definition that correctly defines the term "balanced diet." (B.O.1)	2. People will have a "balanced diet" each day if they choose a. an equal amount of soft foods and hard foods b. foods from each of the Basic Food Groups in the right amounts c. foods they like together with foods that they do not like
3. After viewing a filmstrip, the student will be able to list 3 advantages of having a nutritious breakfast. (B.O.1)	3. Name 3 advantages of having a nutritious breakfast.
4. When shown five photographs of different breakfasts, the student will be able to identify, with at least 80% accuracy, one way in which each breakfast could be made to look more appealing. (B.O.2)	4. You will be shown photographs of five breakfasts. Describe one way in which each breakfast could be made to look more appealing.
5. The student will be able to prepare 3 different menus for a nutritious breakfast, each of which includes a food from at least 3 of the 4 Basic Food Groups. (B.O.2)	5. Prepare 3 different menus for nutritious breakfasts. Each menu should include a food from at least 3 of the 4 Basic Food Groups.

Behavioral Objectives	Sample Test Items
6. Based on teacher demonstrations and class discussion, the student will be able to plan and prepare a nutritious breakfast which includes 3 of the basic food groups and receive a score of at least 80% on a checklist developed in class. (B.O.2)	6. Plan and prepare a nutritious breakfast that includes 3 of the basic food groups. Your performance will be rated by the checklist developed in class.

Sample Checklist*

	Procedure Performed Yes	 No
a. Plans a well-balanced menu, including 3 of the basic food groups		
b. Reads through the recipes before beginning		
c. Assembles all ingredients and equipment before beginning		
d. Follows each step on the planning sheet carefully and completely		
e. Serves the food in an appealing manner		
f. Uses proper safety measures while working in the kitchen		
g. Follows rules of cleanliness while working in the kitchen		
h. Puts away all ingredients and equipment when finished		
i. Completes the preparation and cleanup in the time allowed		

*The checklist used will depend upon the individual teaching situation.

FOOD AND NUTRITION

HEALTH AND SAFETY
Level 1: 8 hours

Module: PUTTING THE BASIC FOOD GROUPS TO WORK

Behavioral Outcomes:

1. Considers the basic food groups in selecting food.
2. Selects meals and snacks that will help meet nutritional requirements.

Suggested Learning Experiences:

- Play a game where small groups select a breakfast, a lunch, and dinner menu card. Groups score their selections by giving one point for each recommended serving from a basic food group, for a maximum of 14 points. The groups must add and delete foods until they attain a perfect score. Each group reports to the class the menu started with and improvements they made. (1, 2)
- Keep a record of foods eaten for several days. Score and suggest ways that daily requirements could have been met. Keep new record and check for improvements. (1)
- Discuss snacks that are nutritious and enjoyable. (2)
- Prepare simple, nutritious snacks that could be served at home. Some suggested foods: milk shakes or drinks, fruit drinks, raw vegetable trays, fruit kabobs, cored apples stuffed with cheese, celery filled with peanut butter or cream cheese, banana split spread with peanut butter. (2)
- FHA Experience: volunteer to help the primary grade students prepare at basic food group mobiles. (1, 2)

Suggested Measurement of Student Progress:

- Matching Test - match each of a list of foods with basic food groups. (1)
- Add to or take from game: alter several 1-day menus to make each more nutritionally adequate. (1, 2)

Some Related Modules:

Party Perfect Foods
Perk Up a Breakfast
Snack Shopper

Putting the Basic Food Groups to Work

Behavioral Objectives	Sample Test Items
1. When given several pictures of foods, the student will be able to identify, with at least 80% accuracy, the Basic Food Group to which each food belongs. (B.O.1)	1. Ten pictures of foods are shown. List the Basic Food Group to which each food belongs. belongs.
2. When given a sample day's food menu, the student will be able to determine the number of servings of each of the Basic Food Groups included in the menu. (B.O.1)	2. A sample day's food menu is given on a separate sheet of paper. How many servings of each of the Basic Food Groups are included in the menu?
3. When given a list of several nutrients, the student will be able to identify, with at least 80% accuracy, the Basic Food Group to which each nutrient belongs. (B.O.1)	3. In the space provided, list the Basic Food Group to which each of the nutrients listed below belongs. ____________ a. vitamin D ____________ b. vitamin C ____________ c. carbohydrates ____________ d. iron ____________ e. calcium
4. When given a list of snacks, the student will be able to determine, with at least 80% accuracy, whether each snack is a nutritious snack or a poor snack. (B.O.2)	4. In the space provided, indicate whether each of the following snacks is a nutritious (N) snack or a poor (P) snack. ____ a. pretzels ____ b. eggnog ____ c. candy bar ____ d. potato chips ____ e. apple
5. When given several lists of foods, the student will be able to determine, with at least 80% accuracy, which of the Basic Food Groups, if any, is missing from each list. (B.O.2)	5. For each of the following lists of foods, tell which of the Basic Food Groups is missing. If all food groups are present in a list, write the number 4 in the appropriate space. (Ex. ________ a. orange juice, cereal, cocoa, bread)
6. From a list of foods provided, the student will be able to prepare, with at least 80% accuracy, a day's menu which will provide a balanced diet. (B.O.2)	6. From the list of foods provided, plan a day's menu which includes the recommended amounts of the Basic Food Groups.

Breakfast	Lunch	Dinner

Module: RUNNING THE SEWING MACHINE

Behavioral Outcomes:

1. Identifies the parts of the sewing machine and their functions.
2. Prepares the machine for use and stores it properly.
3. Operates the sewing machine to make a simple accessory.

Suggested Learning Experiences:

- Read the instruction booklet or see a filmstrip and complete a worksheet on the parts of a sewing machine. Discuss the parts and functions of each. (1)
- Demonstrate preparation, threading, running, and storing of a sewing machine, both cabinet and portable. Practice all procedures. (2)
- Make a simple project with straight seams and right-angle corners. Suitable projects include: square potholder, tote bag, pillowcase, drawstring bag, place mat, and square pillow. (3)
- FHA experience: Members take responsibility for general care and maintenance of classroom machines and those at home. (2)

Suggested Measurement of Student Progress:

- Worksheet - Identify parts of a machine and explain the functions of each part. (1)
- Practical Test - Thread a machine, sew a straight seam, and pivot on a corner. Satisfactory completion obtains an operator's license. (2)
- Score Sheet - Student and teacher score the completed project. (3)

Some Related Modules:

Tools for Home Sewing
Making and Wrapping Gifts
Catch the Good Grooming Habit
Extending Family Resources
Emergency Care of Clothing

Running the Sewing Machine

Behavioral Objectives

1. When given a numbered diagram of a sewing machine, the student will be able to identify, with at least 80% accuracy, the names of all the indicated parts. (B.O.1)

2. When given a list of the functions of several parts of a sewing machine and a list of sewing machine parts, the student will be able to correctly match, with 0 each function with the appropriate part. (B.O.1)

3. Using the check list developed in class, the student performs all of the appropriate procedures when preparing a sewing machine for use and when storing it. (B.O.2)

Sample Test Items

1. The diagram of a sewing machine with ten numbered parts is shown below. In the space provided next to each number, write the name of the part indicated by that number.

2. On the line at the left of each function listed in Column A, write the number of the part of the sewing machine in Column B which has that function.

Column A	Column B
___a. Moves fabric under the presser foot	1. feed dog
___b. Allows for a variety of stitch lengths	2. hand wheel
___c. Holds the fabric in place against the feed	3. needle clamp
___d. Manually positions the needle and the take-up lever	4. presser foot
___e. Holds the needle in place	5. slide plate
	6. stitch length regulator
	7. take-up lever

3. Prepare your sewing machine for use and then prepare it for storage. Your performance will be rated by the check list developed in class.*

Sample Check List

Procedure	Procedure Performed Yes	Procedure Performed No
1. Sets up machine by removing cover or lifting out of cabinet	___	___
2. Connects cord to electrical outlet	___	___
3. Winds bobbin	___	___
4. Threads bobbin case	___	___
5. Threads the needle (upper threading)	___	___
6. Raises bobbin thread	___	___
7. Tests correct tension for fabric being used	___	___
8. Sets correct stitch length for fabric being used	___	___
9. Unthreads machine	___	___
10. Inserts cloth under presser foot and lowers presser foot and needle	___	___
11. Stores machine correctly	___	___

*The check list will vary depending on the make and model of sewing machine and the procedures discussed in class.

Module: TOOLS FOR HOME SEWING

Behavioral Outcomes:

1. Identifies tools for measuring, cutting, marking, and hand sewing.
2. Selects tools that are durable and functional for measuring, cutting, marking, and hand sewing.

Suggested Learning Experiences:

- Display a variety of sewing tools. Students complete a worksheet on the names and uses of each. (1)
- Play a game where students are required to quickly name and identify functions of sewing tools. (1)
- Manipulate sewing tools to become familiar with the way they work. Discuss what is expected of each and factors to look for when selecting them. Make simple useful articles, which will utilize each tool and assist in assessment. (2)
- FHA experience: Members compile and display information to guide purchase of good sewing tools, then elicit cooperation of a local store to place it in the notion department. (2)

Suggested Measurement of Student Progress:

- Identification Test - Identify sewing tools by name and use. (1)
- Completion Test - Given a sewing tool, the student explains factors to consider when purchasing such a tool. (2)

Some Related Modules:

Running the Sewing Machine
Emergency Care of Clothing

Tools for Home Sewing

Behavioral Objectives	Sample Test Items
1. When given a list of several tools used for home sewing and a list of four ways in which sewing tools could be used, the student will be able to match, with at least 80% accuracy, the tool and the appropriate use. (B.O.1)	1. On the line at the left of each sewing tool listed in Column A, write the number of the way in which that tool may be used from Column B. Column A ___a. shears ___b. tracing wheel ___c. needles ___d. tape measure ___e. ruler ___f. scissors ___g. tracing paper ___h. sewing gauge ___i. thimble ___j. chalk Column B 1. measuring 2. cutting 3. marking 4. hand sewing
2. When given a list of the functions of several tools used in home sewing and a list of several sewing tools, the student will be able to match, with at least 80% accuracy, each function with the tool that has that function. (B.O.1)	2. On the line at the left of each function listed in Column A, write the number of the home sewing tool in Column B that has that function. Column A ___a. used to transfer pattern markings to fabrics ___b. used to cut fabric ___c. used to sew two pieces of fabric together ___d. used to measure large lengths of fabric and to check grain lines ___e. used to store needles and pins Column B 1. bent-handled shears 2. emery bag 3. needles 4. pin cushion 5. pinking shears 6. tracing paper 7. yardstick
3. When given a list of tools used for home sewing, the student will be able to list, with at least 80% accuracy, one functional characteristic to look for when selecting each tool. (B.O.2)	3. Ten tools used for home sewing are listed below. For each tool, give one functional characteristic that should be looked for when selecting the tool. a. hand sewing needles b. pins c. pin cushion d. sewing gauge e. shears f. tape measure g. thimble h. tracing paper i. tracing wheel j. yardstick

Module: MAKING AND WRAPPING GIFTS

Behavioral Outcomes:

1. Creates gifts appropriate for designated recipients.
2. Wraps gifts attractively.

Suggested Learning Experiences:

- Display sample projects and pictures of projects related to clothing or grooming that could be made. Such items might include hats, tote bags, shoe bags, scarves, or knitted products made with oversize needles. Discuss the type of person each gift could be given to. Plan, complete, and display own projects. (1)
- Collect pictures of attractively wrapped packages and develop a "Packages with Personality" bulletin board. Research interesting ways to wrap presents. Wrap packages and have a contest judged by people from outside the department. (2)
- FHA Experience: at a chapter meeting class members demonstrate how to wrap packages various attractive ways. (3, 4)

Suggested Measurement of Student Progress:

- Student explains why the gift made will be appropriate for the person to whom it is being given. (1)
- Practical Test - Rate a wrapped package on neatness, originality, and suitability for an occasion. (2)

Some Related Modules:

Running the Sewing Machine
Crafts From Nature

Making and Wrapping Gifts

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to develop a "plan of action" to follow when making a specific gift and receive a score of at least 80% on a checklist developed in class. (B.O.1)	1. Jill would like to make a glass case for her Mother's birthday, using leftover material from her sewing project. Develop a "plan of action" which she should follow when making the gift. Your "plan of action" will be rated with the checklist developed in class. Sample Checklist* Procedure Performed: Yes No a. Included all necessary materials ___ ___ b. Included all necessary tools and equipment ___ ___ c. Included all steps in cutting, marking and pinning the pattern ___ ___ d. Included all steps in sewing the gift ___ ___ e. Added necessary decorations ___ ___ *The checklist would depend upon the gift being prepared and the individual teaching situation.
2. When given a plan of action for making a gift, the student will be able to construct the gift item using the appropriate procedures and receive a score of at least 80% on a checklist developed in class. (B.O.1)	2. You will be given a "plan of action" for making a gift item. Construct the gift item described in the "plan of action" following the appropriate procedures.* Your performance will be rated by the checklist developed in class. Sample Checklist** Procedure Performed: Yes No a. Assembles all the materials needed for the project ___ ___ b. Reads through the "plan of action" and asks the teacher for help on steps which are not clear ___ ___ c. Follows each step on the "plan of action" carefully and completely ___ ___ d. Uses the proper safety measures with all tools and equipment ___ ___ e. Puts away all materials when the project is completed ___ ___ f. Completes the project in the time allowed by the teacher ___ ___ *The "plan of action" could be a corrected "plan of action" from question 1 or an original one developed by the teacher **The checklist used will depend upon the individual teaching situation.
3. Based on class discussion, the student will be able to list, with at least 80% accuracy, 10 materials found at home which could be used to make interesting wraps, ties, or decorations for gift items. (B.O.2)	3. List 10 materials found at home which could be used to make interesting wraps, ties, or decorations for gift items.
4. The student will be able to list three qualities of a well-wrapped package that were discussed in class. (B.O.2)	4. List three qualities of a well wrapped package that were discussed in class.

Behavioral Objectives

5. When given five wrapped gifts and the purpose of each gift, the student will be able to tell, with at least 80% accuracy, whether each gift is well-wrapped or poorly-wrapped and give one reason for each answer. (B.O.2)

6. When given the purpose of three gifts, the type of container to be wrapped for each gift, and a choice of several varieties of wraps, ties, and decorations, the student will be able to select, with at least 80% accuracy, the wrap, tie and decoration that should be used when wrapping each gift. (B.O.2)

Sample Test Items

5. Five wrapped gifts are on the table in the front of the room and each gift is identified with a letter. The purpose of each gift is given below. In the space provided, tell whether each gift is well-wrapped or poorly-wrapped and give one reason for each answer.

Purpose of Gifts

a. Birthday gift for your mother ______________________

b. Wedding gift for your cousin ______________________

c. Valentine gift for your grandmother ______________________

d. Christmas gift for your uncle ______________________

e. Baby shower gift for a neighbor ______________________

6. A variety of wraps, ties, and decorations are provided on the table in the front of the room and three gifts that are to be wrapped are described below. For each gift, select the wrap, tie, and decoration that should be used to produce a well-wrapped gift.*

Gift Item	Wrap	Tie	Decoration
a. A going away gift for a special friend (large, rectangular box	______	______	______
b. A small gift for a child in the hospital (small, round box)	______	______	______
c. A Mother's Day gift (long, slender tube)	______	______	______

*The list of materials would have to be modified to fit the individual teaching situation. Possible wraps, ties, and decorations would be:

Wraps: white or colored tissue, shelf paper with original designs, pieces of wall paper, cellophane, aluminum foil, crepe paper, comics

Ties: yarn, twine, plain or pinked ribbon or cloth, rick rack, lace

Decorations: advertising words or pictures, paper doilies, old cards, lace, gold, silver, or colored stars, leaves, weeds, berries, flowers, pinecones, cut-out designs from colored paper, small items, small toys, kitchen equipment

Behavioral Objectives	Sample Test Items
7. When given a box, a jar and a tube to be wrapped, the student will be able to wrap each object using the appropriate procedures and obtain a score of at least 80% on a checklist developed in class. (B.O.2)	7. You have been given a box, a jar and a tube. Wrap each object using the materials provided and the appropriate procedures. Your performance will be rated by the checklist developed in class.

Sample Checklist*

	Procedure Performed	
	Yes	No
a. Assembles all materials for wrapping	___	___
b. Reads over the direction sheet and asks for teacher help on steps which are not clear	___	___
c. Follows each step on the direction sheet	___	___
d. Estimates enough paper before beginning to wrap	___	___
e. Centers container properly before folding or gathering ends	___	___
f. Estimates enough twine before tying	___	___
g. Ties or fastens package securely	___	___
h. Uses small amounts of cellophane tape where needed	___	___
i. Uses scissors carefully for his/her own safety and that of the other students	___	___
j. Neatly wraps the gift	___	___
k. Puts away all materials when the project is completed	___	___
l. Completes the project in the time the teacher has allowed	___	___

*The same checklist would be used to rate the wrapping of each gift. The checklist used will depend upon the individual teaching situation.

Module: CATCH THE GOOD GROOMING HABIT

Behavioral Outcomes:

1. Describes the positive and negative influences a person's physical appearance has on himself and others.
2. Identifies steps in acquiring the characteristics of a neat, clean, healthy appearance.
3. Applies steps needed to acquire a nice appearance.

Suggested Learning Experiences:

- Discuss how an individual's appearance can influence one's attitude which, in turn, affects both appearance and actions. Discuss possible effects on associates. Collect pictures of young people and react to their appearance. (1)
- Role play effects of various kinds of accessories. (1)
- Sharing of good grooming secrets by well-groomed older students. Prepare a bulletin board showing well-groomed youth. (2)
- Employ a rating sheet to pinpoint personal strengths and weaknesses in grooming habits. Select one or two grooming habits to work on at home for a week, then report progress. (3)
- Cosmetology students demonstrate hair care procedures of appropriate styles for age group. (2)
- FHA experience: develop a chapter or class project on best feature promotion. All areas of grooming can be used as categories. (3)

Suggested Measurement of Student Progress:

- From viewing a picture the student describes probable influences a person's appearance has on self and others. (1)
- List - "Characteristics of a well-groomed healthy appearance." (2)
- Score Sheet - Score progress made in improving grooming habits during the home experience. (3)

Some Related Modules:

Emergency Care of Clothing
Putting the Basic Food Groups To Work
Organizing Personal Possessions at Home
"I Am Me"
Running the Sewing Machine
Snack Shopper
Making and Keeping Friends

Catch the Good Grooming Habit

Behavioral Objectives	Sample Test Items
1. The student will be able to list, with at least 80% accuracy, ten characteristics of a well-groomed person as discussed in class. (B.O.1)	1. List ten characteristics of a well-groomed person that were discussed in class.
2. When given a list of personal characteristics, the student will be able to determine, with at least 80% accuracy, whether each characteristic will have a positive or negative effect on another person. (B.O.1)	2. In the space provided, indicate whether each of the following personal characteristics will have either a positive or negative effect on another person. Personal Characteristics — Effect: Positive / Negative a. Bitten nails ______ ______ b. Pleasant smile ______ ______ c. Unruly hair ______ ______ d. Attractive teeth ______ ______ e. Bad breath ______ ______
3. The student will be able to list at least eight of the rules for good grooming discussed in class. (B.O.2)	3. List eight rules of good grooming that were discussed in class.
4. The student will be able to list, with at least 80% accuracy, all of the steps that should be followed when brushing and washing hair. (B.O.2)	4. List all of the steps discussed in class that should be followed when brushing and washing your hair.
5. When given a picture of a well-groomed person, the student will be able to identify, with at least 80% accuracy, ten points which make the person look well groomed. (B.O.2)	5. A well-groomed person is shown in the picture below. List ten points which make the person look well-groomed.
6. When given a series of pictures of basic clothing outfits and a series of pictures of clothing accessories, the student will be able to match, with at least 80% accuracy, the approprirate accessories to each outfit. (B.O.3)	6. On the line at the left of each picture of a basic clothing outfit in Column A, write the number of the picture of the clothing accessories in Column B, that would best compliment each outfit. Column A: (5 pictures of basic outfits) Column B: (7 pictures of clothing accessories)
7. The student will be able to list all of the steps discussed in class that should be followed when improving appearance. (B.O.3)	7. List all of the steps discussed in class that should be followed when improving appearance.

Module: ARE YOUR CLOTHES SAFE?

Behavioral Outcomes:

1. Identifies potential dangers in some clothing and fabrics.
2. Describes ways of avoiding unsafe clothing and fabrics.

Suggested Learning Experiences:

- Collect newspaper and magazine clippings of injuries resulting from unsafe clothing. Prepare a bulletin board entitled, "Are Your Clothes Safe?" Discuss dangers in specific types of clothing. (1)
- Demonstrate fire hazards using selected fabric swatches. Study and discuss laws regarding flamability of clothing. List ways of avoiding unsafe clothing such as looking for fire safety labels and considering other dangers presented by loose clothing. (2)
- Prepare a news article or a letter to parents on potential dangers in clothing and ways to avoid them. Distribute to class. (2)
- FHA Experience: chapter prepares and presents a program on safe clothing to PTA and other adult groups. (2)

Suggested Measurement of Student Progress:

- Essay - Describe dangers sometimes found in clothing. (1)
- Problem - Given pictures, labels, and information on clothing, the student is to tell whether it is safe or to be avoided and the reasons for his decision. (2)

Some Related Modules:

Fire Safety
Kitchen Safety
Treating Minor Injuries

Clothing and Textiles - Health & Safety
Level I - 3 hours

ARE YOUR CLOTHES SAFE?

Behavioral Objectives	Sample Test Items
1. When given a list of 5 articles of clothing, the student will be able to provide, with at least 80% accuracy, one reason why each article of clothing would be dangerous to wear. (B.O.1)	1. Five articles of clothing are given below. In the space provided, list one reason why each article of clothing would be dangerous to wear. a. T shirt a. ______________ b. Platform shoes b. ______________ c. Tank top c. ______________ d. Knitted gloves d. ______________ e. Clogs e. ______________
2. When given a list of 5 unsafe articles of clothing, the student will be able to describe, with at least 80% accuracy, one accident which might be caused by each article of clothing. (B.O.1)	2. Five unsafe articles of clothing are listed below. In the space provided after each article of clothing, list one accident which might be caused by wearing that article of clothing. Accident a. Jacket with a loose belt a. ______________ b. Pants which are too long b. ______________ c. Shoes with untied laces c. ______________ d. Long skirt with ruffled trim d. ______________ e. Knitted stocking cap e. ______________
3. Using the guidelines discussed in class, the student will be able to determine, with 100% accuracy, whether 2 swatches of clothing fabric are safe or unsafe fabrics. (B.O.1)	3. You will be given two swatches of fabric. Using the guidelines discussed in class, determine whether each swatch is a safe or unsafe fabric. Swatch #1 ☐ Safe ☐ Unsafe Swatch #2 ☐ Safe ☐ Unsafe
4. When given a list of five articles of clothing, the student will be able to indicate, with at least 80% accuracy, one way of avoiding or minimizing the unsafe condition that could be caused by each article of clothing. (B.O.2)	4. Five articles of clothing are listed below. List one way of avoiding or minimizing the unsafe condition that could be caused by each article of clothing. Way to Avoid or Minimize Unsafe Condition a. Baby's sleepwear a. ______________ b. Shoe with a broken strap b. ______________ c. A Halloween costume for your younger sister or brother c. ______________ d. A loose suspender on your jumper d. ______________ e. Jeans which drag on the ground e. ______________

Module: SHARING IN THE CARE OF CLOTHING

Behavioral Outcomes:

1. Identifies the correct procedures in dealing with care and repair of clothing.
2. Uses appropriate measures in helping with care and repair of clothing for self and other family members.

Suggested Learning Experiences:

- Discuss kinds of care needed for clothing such as replacing buttons, hemming, mending or patching, spot removing, hand washing, pressing, and storing. (1)
- Play a game to earn points by identifying solutions to clothing problems as presented by classmates. (1)
- Participate in class session on care and repair of clothing which has been brought from home. (2)
- FHA Experience: FHA members bring in expendable children's clothing that needs minor repair and/or cleaning. Fix up clothing and distribute to a children's home, low income families, and/or social agency. (2)

Suggested Measurement of Student Progress:

- Performance test - Given a washable garment with a missing button, loose hem, or a spot, the student demonstrates ability to correct the problem. (1)
- Rating scale - Teacher and student rate the student's class project. (2)

Some Related Modules:

Running the Sewing Machine
Catch the Good Grooming Habit
Your Family Needs You
Tools for Home Sewing

Sharing in the Care of Clothing

Behavioral Objectives	Sample Test Items
1. When shown items of clothing which require care, the student will be able to list, in at least 5 out of 6 cases, the proper procedure that should be used to treat each problem. (B.O.1)	1. Look at each of the items of clothing which need care. In the appropriate space, tell what should be done to treat each problem. Clothing Problem — What To Do a. Blood stain on a cotton T shirt a. ____________ b. Torn seam on pants b. ____________ c. Wrinkled shirt c. ____________ d. Hole in the knee of a pair of dungarees d. ____________ e. Mud on a pair of socks e. ____________ f. Lost button on a sweater f. ____________
2. When shown the pictures of two people, the student will be able to list 5 kinds of emergency care of clothing which would help to improve the appearance of the two people. (B.O.1)	2. You will be shown the pictures of two people. List 5 kinds of clothing care which would help to improve the appearance of the two people.
3. When shown an item of clothing that needs care, the student will be able to list, with at least 80% accuracy, the supplies and equipment in the clothing care kit that would be required to repair the article of clothing. (B.O.2)	3. You will be shown an item of clothing that needs repair. In the space provided on the answer sheet, list the materials in a clothing care kit that would be needed to repair the item of clothing. Possible Item of Clothing — Materials Needed Dungarees with a hole in one knee — iron ironing board press-on patch or tape scissors
4. When given an article of clothing that requires care, the student will be able to repair the clothing using the appropriate procedures and obtain a score of at least 80% on a checklist developed in class. (B.O.2)	4. You will be given an item of clothing that requires repair. Repair the item of clothing using the appropriate procedures. Your performance will be rated by the checklist developed in class. Sample Checklist — Procedure Performed: Yes No 1. Assembles the necessary supplies and equipment for the job ___ ___ 2. Follows directions on the fact sheet, carrying out the necessary steps to completion ___ ___ 3. Uses proper safety measures in the use of supplies and equipment ___ ___ 4. Puts away all supplies and equipment used ___ ___

Module: PERSONAL VALUES AFFECTING TEENAGE SPENDING

Behavioral Outcomes:

1. Identifies sources of income available to teenagers.
2. Analyzes how personal values influence spending.
3. Examines patterns of planned vs. impulse spending actions.

Suggested Learning Experiences:

- Buzz session on how class members or their acquaintances obtain spending money. List additional ways to earn money. (1)
- Complete sentences such as "If I had 24 hours to live," "If I had a million dollars I would." Discuss and classify responses to show values such as beauty, sense of belonging, self-esteem, honesty, health, or family well-being. (2)
- Write dialogues that evidence conflicts of values such as "Shall I save money for a bicycle or have fun at the movies, snack bar, etc; buy a sensible winter coat or a stylish but impractical coat?" Act out dialogues for each point of view. (2)
- Analyze how values are formed, how to recognize influences which determine values, and ways values can be changed. (2)
- Name three recent purchases and classify as either planned or impulse purchases. List under needs or desires the factors which influenced each purchase. (2, 3)
- FHA Experience: Chapter has program on spending allowances, researching why members use their money as they do. Examine ways to make and to use money for the Chapter. (1, 2, 3)

Suggested Measurement of Student Progress:

- Students complete this statement - "If I were principal of my school...," then explain the values expressed. (1)
- Problem - "If you were given $25.00 to use as you wish, how would you use it?" "What values influenced your choice(s)?" (2)
- Case Study - A teenager on a shopping tour. Explain whether you think each purchase was planned, or an impulse. (3)

Some Related Modules:

Being an Informed Grocery Shopper
Selecting Accessories for Your Home
Analyzing Food Labels
Convenience Style Baked Foods

Human Development - Buymanship
Level II - 4 hours

Personal Values Affecting Teenage Spending

Behavioral Objectives	Sample Test Items
1. The student will be able to list, with at least 80% accuracy, five factors discussed in class that influence teenage spending. (B.O.1)	1. List five factors discussed in class that influence the way a teenager spends money.
2. The student will be able to list, with at least 80% accuracy, all of the advantages discussed in class of having an allowance. (B.O.1)	2. List all of the advantages discussed in class of having an allowance.
3. When given the names of three methods of financing purchases, the student will be able to describe each method and then give one advantage and one disadvantage of each method. (B.O.2)	3. Describe each of the methods of financing purchases that are listed below and then give one advantage and one disadvantage of each method. a. Credit Card b. Installment Buying c. Lay-A-Way
4. The student will be able to list, with at least 80% accuracy, the factors discussed in class that should be considered when purchasing garments. (B.O.2)	4. List five factors that should be considered when deciding whether to purchase one expensive jacket or two inexpensive jackets.
5. When given five advertisements, the student will be able to determine, with at least 80% accuracy, which advertisements appeal to a person's needs and which advertisements will cause impulse spending and then give one reason for each choice. (B.O.3)	5. You will be shown five advertisements. Decide which advertisements appeal to a person's needs and which advertisements would cause impulse spending. Give one reason for each choice.

Module: PRIDE IN FAMILY TRADITIONS AND CUSTOMS

Behavioral Outcomes:

1. Describes traditions and customs of different cultures.
2. Shares with classmates experiences related to own family traditions and customs or those of others they know.

Suggested Learning Experiences:

- View a movie that shows a family following its customs or traditions (could be home movies). Discuss how they were depicted. Research other typical family traditions and customs in addition to those in families of the class members. Ways of celebrating a holiday or birthday, meal patterns, and home furnishings could be included. Identify ways that family life and personal values can be influenced by customs or traditions. (1, 2)
- Role play situations which show family traditions and customs and discuss how they originated. (2)
- Exhibit and tell about special foods, clothing, or other items brought to class to explain traditions and customs. (2)
- Discuss ways family members and others cooperate to preserve customs and traditions. (2)
- FHA Experience: Chapter members present a "Holiday Around the World" program related to traditions or religions of other cultures showing the part holidays play in the heritage of a country. Invite parents, grandparents, and senior citizens to participate and/or demonstrate traditions and customs. (1)

Suggested Measurement of Student Progress:

- Descriptive Report - Given a list of customs and traditions that have been studied, describe how they relate to nationality, subculture within a nation, religion, specific family, or heritage group. (1, 2)

Some Related Modules:

Entertaining at Home
Selecting Accessories for Your Room
Personal Values Affecting Teenage Spending

Pride in Family Traditions and Customs

Behavioral Objectives	Sample Test Items
1. The student will be able to describe at least 5 of the customs and traditions of any of the ethnic groups discussed in class and correctly identify the source of each custom or tradition. (B.O.1)	1. Describe 5 family traditions or customs of an ethnic or racial group of your choice. Indicate whether the practice originated in nationality, a subculture in the nation, a religious group, a specific family or a heritage group.
2. The student will be able to describe a family practice and list 3 conditions that would be likely to cause the practice to become a tradition or custom, according to the criteria established in class. (i.e. rooted in religion, etc., has formed a bond between family members, has been repeated, involves everyone, etc.) (B.O.2)	2. Describe something that your family does and give 3 reasons why you think it might develop into a custom or tradition.

Module: JOBS THAT DEAL WITH PEOPLE

Behavioral Outcomes:

1. Identifies home economics related jobs that deal with people.
2. Examines a job of special interest in a home economics related occupation dealing with people, delineating responsibilities, education, and skills required.

Suggested Learning Experiences:

- See filmstrip or read and discuss home economics related jobs that deal with people. (1)
- Invite persons employed in such jobs as child care, social service, public relations, geriatrics, rehabilitation of the handicapped, home economics education, cooperative extension, or consumer services to discuss their jobs in relation to background required and specific duties. (1)
- Take a field trip where people are working with other people such as a rehabilitation center or geriatric home to see how each job fits into the total picture. (1)
- Small groups research specific jobs using guidance materials, library material and interviews as to education needed, desirable personal qualities, specific duties, working conditions, special requirements, and pay. Report findings. (2)
- FHA experiences: Initiate a chapter project establishing an ongoing home economics career file available to all students in the school library. (1)

Suggested Measurement of Student Progress:

- Matching Test - Match job titles and job descriptions. (1)
- Rate research projects. (2)

Some Related Modules:

Looking Into the Future in Foods Occupations
Careers in Housing, Furnishings, and Equipment
Fitting Your Interest in Clothing and Textiles to a Job

Jobs That Deal With People

Behavioral Objectives

1. When given a list of job descriptions and a list of job titles, the student will be able to match, with at least 80% accuracy, each job description with the appropriate job title. (B.O.1)

2. The student will be able to research a job in a home economics related occupation dealing with people and prepare a report which receives a score of at least 80% when rated by a checklist developed in class. (B.O.2)

Sample Test Items

1. On the line at the left of each job description in Column A, write the number of the job title in Column B which is described by that job description.

Column A

___a. A person who distributes information in agriculture and home economics to people in a given county.
___b. A person who deals with problems of the community and society.
___c. A person who performs household duties.
___d. A person in the profession of home management
___e. A person who helps handicapped people to learn job skills.

Column B

1. county extension agent
2. domestic service worker
3. home economist
4. occupational therapist
5. physical therapist
6. public relations worker
7. social worker

2. Research a job in a home economics related occupation dealing with people and prepare a report about the job. The report will be rated using the checklist for job reports developed in class.

Sample Job Report Checklist*

	Yes -3-	Somewhat -2-	No -1-
a. Does the report include specific tasks involved for the job?	___	___	___
b. Does the report include working conditions on the job?	___	___	___
c. Does the report include education needed for the job?	___	___	___
d. Does the report include salary and fringe benefits?	___	___	___
e. Does the report include desirable personal qualities of a worker for the job?	___	___	___
f. Does the report include special requirements of a worker for the job?	___	___	___

*The checklist may vary depending on the criteria set up by the students and the teacher. Also, the student must obtain a score of at least 15 points on the checklist.

Module: KEEPING CHILDREN SAFE

Behavioral Outcomes:

1. Identifies situations which might be hazardous for a child.
2. Applies principles of safe child care.
3. Translates safety procedures so that children can understand them.

Suggested Learning Experiences:

- Read and discuss situations which might produce bumps, cuts, falls, poisoning, or suffocation for children. Explore the classroom and list hazards which exist there. Determine ways to eliminate or alleviate them. (1)
- Develop an observation sheet to use when observing children at play in the neighborhood. Include hazards to look for when watching children play. Report observations. (1)
- Invite small children to the classroom to play. Students apply principles of safety as they guide children in play. (2)
- Plan activities which will help children learn to safely cross a street, ride in a bus, or use play equipment. (3)
- Visit a nursery or kindergarten class to observe the teaching of safety procedures. (3)
- FHA Experience: Plan and carry out project in cooperation with local agencies to improve safety or community play areas. (2)

Suggested Measurement of Student Progress:

- List activities in which a child may be involved. Student describes possible hazards related to each. (1)
- Multiple Choice Test - Given potentially hazardous child care situations, students select the safest solutions. (2)
- Problem - Given a topic such as "Safety On The Stairs," students will suggest ways to teach this to small children. (3)

Some Related Modules:

A Safe Trip Through the Home
Child's Play Is Learning
Jobs That Deal With People

Keeping Children Safe

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with at least 80% accuracy, ten danger spots for children found in a home. (B.O.1)	1. List ten danger spots for children found in a home.
2. When shown pictures of five safety hazards for children in a home, the student will be able to tell, with at least 80% accuracy, how each hazard can be eliminated or reduced. (B.O.1)	2. You will be shown five pictures, each containing a safety hazard for children that could be found in a home. Briefly tell how each safety hazard could be reduced or eliminated.
3. When given a list of five activities, the student will be able to list, with at least 80% accuracy, two precautions that a child should take to prevent an accident while taking part in each activity. (B.O.1)	3. For each of the activities given below, list two precautions that a child should take to prevent accidents while taking part in each activity. (a) Ice Skating (b) Riding a Bicycle (c) Swimming (d) Climbing a Tree (e) Crossing a Street
4. Based on class discussion, the student will be able to list five rules that should be followed when arranging a medicine cabinet for maximum safety. (B.O.2)	4. List five rules that should be followed when arranging a medicine cabinet for maximum safety.
5. When given a list of five toys, the student will be able to list, with at least 80% accuracy, the safety factors that should be checked when choosing each toy. (B.O.2)	5. Five pictures of toys are shown below. List the safety factors that should be checked when choosing each toy.
6. When given a list of four accidents concerning children, the student will be able to list, with at least 75% accuracy, the first three actions that should be done in each situation. (B.O.2)	6. A list of four situations that could occur while babysitting is given below. For each situation, list the first three things that should be done by the babysitter. a. A child falls b. A fire occurs in the house c. A child gets cut d. A child becomes sick
7. Based on a police safety lecture, the student will be able to briefly describe what a young child should do when approached by a stranger. (B.O.3)	7. Briefly describe what a young child should do when approached by a stranger.

Module: DEAR H.O.P.E. (HELP ON PROBLEM EVENTS)

Behavioral Outcomes:

1. Identifies personal problems typical of teens.
2. Applies problem solving techniques to personal problems of self and others.

Suggested Learning Experiences:

- Compile a list of problems typical of teens such as sibling rivalry, sharing of family possessions, unfair treatment, coping with the increased responsibility of maturity, or with peer relationships. Read about and discuss problems which were listed. (1)
- Write letters to "Dear Hope," describing problems. Discuss possible solutions to a few typical ones and list in one column of a chart. Discuss results of each solution and record in another column. Decide which are the most logical solutions. (2)
- Invite a panel of people such as guidance counselor, religious leader, parent, older teen, and doctor to discuss solutions and outcomes to "Dear Hope" letters. (2)
- Role play possible problem solutions. (2)
- FHA Experience: Individual establishes goals relating to a personal concern such as speaking to others and follows through with activities in a personal growth encounter. (2)

Suggested Measurement of Student Progress:

- Report - Identify problems teenagers have with the increasing responsibilities of maturity. (1)
- Problem - Provide a "Dear Hope" letter. Have students write possible solutions, then give reasons supporting selection of one particular solution. (2)

Some Related Modules:

Face Facts
Personal Values Affecting Teenage Spending
Appliances for Beauty

Dear H.O.P.E. (Help on Problem Events)

Behavioral Outcomes	Sample Test Items
1. When given descriptions of three teenagers in family situations, the student will list two personal problems that would be typical for each teenager. (B.O.1)	1. For each situation described below, list two personal problems that would be typical for the teenager in the situation described. (a) A thirteen year old girl in a family with two older (16 and 17) and two younger (9 and 11) sisters. (b) A twelve year old girl in a family with no brothers and sisters. (c) A fourteen year old boy in a family with a younger brother (10) and a younger sister (3). A widowed grandmother also lives with the family.
2. When given a list of personal problems of teenagers, the student will describe in essay form, one possible solution to each problem using problem solving techniques. (B.O.2)	2. Describe in a short essay, one possible solution for each teenage problem given below. Use problem solving techniques. (a) concern over changes in physical growth (b) relationships with parents (c) relationships with siblings (d) relationships with friends of the same and opposite sex

MANAGEMENT
Level II: 3 hours

Module: OPERATING HOUSEHOLD CLEANING EQUIPMENT

Behavioral Outcomes:

1. Uses owners manuals to learn how to operate household cleaning equipment.
2. Uses household cleaning equipment properly.

Suggested Learning Experiences:

- Collect and study instruction booklets for various cleaning equipment such as vacuum cleaners, floor polishers, waxers, electric brooms, dishwashers, washing machines and dryers, rug shampooers, and automobile vacuums. (1)
- Compile a list of general information needed before any cleaning equipment can be properly operated. (1)
- Report to class and demonstrate proper use of several types of equipment. Include safety considerations on their care and storage. (1, 2)
- Take a field trip to a store selling a variety of household cleaning equipment. See demonstrations for getting the most out of cleaning equipment. Discuss information that consumers should be more aware of. (2)
- Practice with cleaning equipment in class and at home. Report best uses and procedures and any problems encountered. (2)
- FHA Experience: Pairs of members offer to help, free of charge, some older person, mother of small children, or invalid with household tasks. (2)

Suggested Measurement of Student Progress:

- Student demonstrates ability to read instructions in an owners manual and relate each instruction to that companion part of the equipment, explaining each step to classmates. Demonstrate operation of the equipment. (1, 2)

Some Related Modules:

Careers i[illegible]ng, Furnishings, and Equipment
Appliance[illegible]r Beauty
Selecting Accessories for Your Room

Housing, Furnishings and
Equipment - Management
Level II - 3 hours

Operating Household Cleaning Equipment

Behavioral Objectives	Sample Test Items
1. When given an instruction booklet for a piece of household cleaning equipment, the student will be able to list, with at least 80% accuracy, all of the information required to operate the piece of equipment. (B.O.1)	1. You will be given an instruction booklet for a certain piece of household cleaning equipment. List all of the information required to operate that piece of equipment.
2. When given a list of several household cleaning jobs, the student will be able to select one of the jobs and then list all of the equipment that would be needed to perform that job. (B.O.1)	2. Several household cleaning jobs are listed below. Select one of the jobs and then list all of the cleaning equipment and materials that would be needed to perform that job. Sample List of Cleaning Tasks* a. clothes for a family of 4 b. dishes from a family meal c. wax and polish a tile floor d. heavily soiled shag-type carpet-rug e. inside of an automobile *the list of cleaning tasks would depend upon the individual teaching situation.
3. The student will be able to perform the procedures discussed in class when operating a piece of household cleaning equipment and receive a score of 100% on a checklist developed in class. (B.O.2)	3. Wash all of the clothes provided in an automatic clothes washer using the procedures discussed in class. Your performance will be rated by a checklist developed in class.

Sample Checklist*

	Procedure Performed	
	Yes	No
a. Clothes sorted for similar color and washing conditions	___	___
b. On-off control in off position	___	___
c. Clothes loaded in washer according to booklet procedure	___	___
d. Water level appropriate for load size	___	___
e. Wash water temperature appropriate for fabric	___	___
f. Rinse water temperature appropriate for fabric	___	___
g. Wash speed appropriate for fabric	___	___
h. Spin speed appropriate for fabric	___	___
i. Type of cycle appropriate for fabric	___	___
j. Wash time appropriate for fabric	___	___
k. Selection/non-selection of bleach appropriate to type of clothes load	___	___
l. If required, bleach or bleach dispenser used according to booklet procedure	___	___
m. If required, fabric softener used according to booklet procedure	___	___

*The checklist used will depend upon the individual teaching situation.

Module: CAREERS IN HOUSING, FURNISHINGS, AND EQUIPMENT

Behavioral Outcomes:

1. Identifies jobs available in housing, furnishings, and equipment occupations.
2. Examines a job of special interest in an occupation in housing, furnishings, and equipment.

Suggested Learning Experiences:

- See filmstrip or read about and discuss jobs available in housing, furnishings, and equipment occupations. (1)
- Invite people employed in housing, furnishings, and equipment occupations such as interior decorator, upholsterer, furniture salesman, appliance salesman, a kitchen remodeler, slipcover maker, and painter to discuss their jobs in relation to background required and specific duties involved. (1)
- Take a field trip to a decorator's shop where many people are employed to see the role each plays in a total decoration job. (1)
- Research a specific job by using guidance materials, library material, and interviews. Report to the class on education needed, specific duties, working conditions, special requirements, and pay. (2)
- FHA experience: develop a bulletin board display of careers in housing, furnishings, and equipment using as a focus FHA's publication - Home Economics Jobs/Careers Computer. (1)

Suggested Measurement of Student Progress:

- Matching Test - Match job titles and job descriptions. (1)
- Rate research projects. (2)

Some Related Modules:

Looking Into the Future in Foods Occupations
Fitting Your Interest in Clothing and Textiles to a Job
Jobs That Deal With People

Housing, Furnishings and
Equipment - Career
Level II - 3 hours

Careers in Housing, Furnishings and Equipment

Behavioral Objectives	Sample Test Items
1. When given a list of job descriptions and a list of job titles from the housing, furnishings, and equipment occupations, the student will be able to match, with at least 80% accuracy, each job description with the appropriate job title. (B.O.1)	1. On the line at the left of each job description in Column A, write the number of the job title in Column B which is described by each job description. Column A ___a. Rebuilds springs and puts material on furniture ___b. Repairs washing machines, refrigerators and toasters ___c. Plans attractive outdoor settings using plants, flowers, shrubs and trees ___d. Sells private homes or commercial property ___e. Selects and arranges furnishings for the inside of a home or a commercial establishment Column B 1. Appliance serviceman 2. Upholsterer 3. Interior decorator 4. Landscaper 5. Architect 6. Real estate broker 7. Urban planner
2. Using guidance materials, library materials, and interviews, the student will be able to determine, with at least 80% accuracy, the educational requirements, the special requirements, the specific duties, the working conditions, and the pay for a given job in the housing, furnishings, or equipment occupations. (B.O.2)	2. You will be given the name of a job in the housing, equipment or furnishings occupations. Using guidance materials, library materials, and interviews, determine the educational requirements, the special requirements, the specific duties, the working conditions, and the pay for the job.

Module: A SAFE TRIP THROUGH THE HOME

Behavioral Outcomes:

1. Identifies features which interfere with safe movement within the home.
2. Plans improvements for safer movement in the home.

Suggested Learning Experiences:

- Research ways to provide safe movement within the home. (1)
- Locate pictures or make sketches of potential household accidents contributed to by inadequate lighting, hazardous furniture arrangements, unmarked glass doors, dangerous floors or rugs, and unsafe stairs. Describe each potential hazard or accident to classmates. Develop a bulletin board with the pictures and sketches. (1)
- Draw house plans showing furniture arrangement, lighting, and traffic patterns. Identify hazards for movement. Rearrange to show improvements. (1, 2)
- Invite a resource person from the utility company to discuss safe lighting for the home. (2)
- FHA Experience: FHA members conduct school survey for safety hazards. Report findings to student council. (1)

Suggested Measurement of Student Progress:

- Given a series of pictures of pairs of similar rooms, one of each pair safer for movement than the other, select the safer and state why. (1, 2)
- Do a report on living quarters including plans for safer movement in the home and ways to eliminate and/or reduce hazardous conditions. (2)

Some Related Modules:

Selecting Accessories for Your Home

Housing, Furnishings and Equipment-
Health & Safety
Level II - 4 hours

A Safe Trip Through the Home

Behavioral Objectives	Sample Test Items
1. When shown a picture of a room containing ten safety hazards, the student will be able to identify eight of the ten safety hazards. (B.O.1)	1. On the picture of the room provided, draw a circle around ten safety hazards present in the room.
2. When given a list of several safety hazards, the student will be able to list, with at least 80% accuracy, two accidents that could be caused by each safety hazard. (B.O.1)	2. List two accidents which could be caused by each of the safety hazards listed below. a. poor lighting b. unmarked glass doors c. slippery floors d. unsafe stairs
3. The student will be able to list eight out of ten safety rules discussed in class that should be followed when arranging furniture. (B.O.1)	3. List ten safety rules that should be followed when arranging furniture in a room.
4. Based on class discussion, the student will be able to list, with at least 80% accuracy, five unsafe conditions in a livingroom that are most often the cause of accidents involving young children. (B.O.1)	4. Make a list of five ways in which the livingroom pictured could be changed to make it safer for a visiting young child.
5. When given a floor plan of a room including furniture, the student will be able to list, with at least 80% accuracy, five unsafe conditions and one way of correcting each unsafe condition. (B.O.2)	5. A floor plan of a room including furniture is provided on an attached sheet. Locate and list five unsafe conditions on the floor plan and then give one way of correcting each unsafe condition.
6. The student will be able to list four out of the five guidelines discussed in class that should be followed in order to provide good lighting in a room. (B.O.2)	6. Name five guidelines that should be followed in order to provide good lighting in a room.

Module: PLAIN AND FANCY TABLE SETTINGS

Behavioral Outcomes:

1. Uses a menu to determine appropriate ways of setting the table and serving various meals.
2. Creates attractive table settings.
3. Utilizes attractive and inexpensive centerpieces.
4. Develops skill and confidence in serving foods.

Suggested Learning Experiences:

- Small groups plan menus and show appropriate table settings for such occasions as a pizza party, a pajama party brunch, or Mother's Day dinner. (1)
- Make placemats from unique materials such as burlap, wallpaper, or contact paper. (2)
- Make centerpieces from natural and throw away materials, such as empty bottles, egg cartons, and various papers. (3)
- Compare various types of table and dinner ware, making place setting with each. (2)
- Rehearse service appropriate for various meals and occasions. (1, 2, 4)
- FHA Experience: Members set table and serve food for an FHA chapter dinner. (4)

Suggested Measurement of Student Progress:

- Practical Test - Set tables for specific menus and occasions and indicate placement of food. (1, 4)
- Rate table settings for attractiveness. (2)
- Contest - Have outside judges select most appropriate centerpieces considering occasion, type of tableware, menu, and ingenuity. (3)

Some Related Modules:

Kitchen Ecology
Entertaining at Home
Snacks for Children
Special Diets
Cooking Outdoors

Foods and Nutrition-Management
Level II - 3 hours

Plain and Fancy Table Settings

Behavioral Objectives	Sample Test Items
1. When given four possible definitions of the term "individual cover," the student will be able to select the correct definition. (B.O.1)	1. Which one of the following is the correct definition of the term "individual cover"? a. All the dishes on a table. b. All the linen and silverware on a table. c. All the appointments used by one person. d. All the glasses and china used by one person.
2. When given a menu, the student will draw, with at least 80% accuracy, an appropriate table setting placing all appointments in the places that were discussed in class. (B.O.1)	2. Based on the guidelines discussed in class, draw a table setting for one of the following meals. a. A breakfast of orange juice, wheat cereal and milk b. A lunch of tomato soup, tuna fish sandwich and milk
3. The student will be able to create an attractive table setting and obtain a score of at least 80% on a rating scale developed in class. (B.O.2)	3. Set a table following the guidelines discussed in class. Your performance will be rated by a rating scale developed in class.

Sample Rating Scale*

	Yes (3)	Somewhat (2)	No (1)
a. Is the tablecloth or placemat on straight?			
b. Are the covers opposite each other?			
c. Is the centerpiece low and placed attractively on the table?			
d. Is there just enough silverware and china so that the table does not appear crowded?			
e. Is each individual cover set correctly?			
f. Are the serving dishes arranged for the convenience of the host and hostess?			
g. Is everything that is needed on the table?			
h. Are the dishes far enough away from the edge of the table?			
i. Are all table appointments free of finger marks?			
j. Is all the serving silver on the table and in place?			

Total Score ☐

*The rating scale used will depend upon the individual teaching situation.

Behavioral Objectives	Sample Test Items
4. When given a menu, the student will describe, with at least 80% accuracy, one appropriate method of meal service. (B.O.4)	4. A breakfast of orange juice, wheat cereal, and milk is being served to a family of four. Briefly describe one appropriate method of meal service.
5. The student will be able to list four characteristics of a centerpiece that were discussed in class. (B.O.3)	5. List four characteristics of a centerpiece that were discussed in class.

Module: ANALYZING FOOD LABELS

Behavioral Outcomes:

1. Identifies helpful information on cans, bottles, and bags.
2. Selects appropriate foods after reading labels.

Suggested Learning Experiences:

- Collect labels from foods and research the meanings of terms. Develop a bulletin board about labels and meanings of terms on them. Discuss the relationship of each term to thoughtful shopping. (1)
- Visit a grocery store. Study information on labels of meats, vegetables, soups, or dairy products. Purchase different grades and brands of a given food. Compare in class using a score sheet which covers use, appearance, flavor, texture, and adequacy of fill, and cost per unit. (2)
- FHA experience: interview friends to determine what they know about information on food labels. Write an article for the school newspaper giving facts one should know about labeling. (1, 2)

Suggested Measurement of Student Progress:

- Oral Test - Student defines terms found on food labels. (1)
- Problem - Given criteria for the use of a specific product and given three different labels, the student explains why one label would indicate the best choice for the purpose intended. (2)

Related Module Titles:

Being an Informed Grocery Shopper
Convenience Style Baked Foods
Special Diets
How Food Works for You

Analyzing Food Labels

Behavioral Objectives	Sample Test Items
1. When given five food labels, the student will be able to list three informative items on each label that are required by the Federal Food and Drug Administration. (B.O.1)	1. For each of the five food labels provided, list three informative items on each label that are required by the Federal Food and Drug Administration.
2. When given five food labels, the student will be able to identify, with at least 80% accuracy, the information required by the F.D.A. which defines the product expected when the container is opened. (B.O.1)	2. Five numbered food labels are provided. List the information required on each label by the F.D.A. which defines the product expected when the container is opened.
3. When given five food labels, the student will be able to identify, with at least 80% accuracy, the descriptive food information on each label. (B.O.1)	3. Five food labels are provided. List the descriptive food information on each label.
4. When given a list of different types of food labeling information and a list of the way in which food labeling information can be used, the student will be able to match, with at least 80% accuracy, each type of food labeling information with the appropriate way in which that type of food labeling information could be used. (B.O.1)	4. On the line at the left of each type of food labeling information in Column A, write the number of the phrase in Column B that best describes how that type of food labeling information could be used. Column A ___ a. Name of product ___ b. Net weight or volume ___ c. Brand name ___ d. Maturity of product ___ e. Style of pack Column B 1. A guide to getting the same product each time. 2. A guide in selecting for a particular use. 3. An aid in buying the amount needed. 4. Quickly identifies the food for the shopper. 5. Helps in selecting the flavor and texture of product preferred. 6. Helps to get best table results from the food. 7. Gives accurate amount of contents of package.
5. When given the labels for four different forms of a food and a description of how the food is to be used, the student will be able to select the form of the food that is most appropriate for the use described. (B.O.2)	5. You have been given the labels from four different forms of canned beets. Select the label for the beets that would be most appropriate for making Harvard Beets.

Module: CONVENIENCE STYLE BAKED FOODS

Behavioral Outcomes:

1. Identifies appropriate occasions for using various types of convenience foods.
2. Compares home made baked foods with those sold in various stages of preparation.

Suggested Learning Experiences

- Discuss ways various stages of preparedness in baked goods fit different circumstances which relate to time for preparation, money available, skill of cook, availability of ingredients, and other. (1)
- Collect ads and ideas about various baked products which might be studied in class. Visit a grocery store to look for those available in different stages of preparedness. Purchase, prepare, and taste a few different ones; rate for quality of product, cost, ease of preparation, and time required. (2)
- FHA Experience: Have a tasting party of baked-type convenience foods as part of a monthly meeting. Discuss when to use each, and why. (1, 2)

Suggested Measurement of Student Progress:

- Completion Test - The student lists two occasions for using products in given stages of preparedness. (1)
- Problem - Have the student state the stage of preparedness of a baked product that he will choose for a given occasion, and explain reasons for his choice. (2)

Some Related Modules:

Being an Informed Grocery Shopper
Analyzing Food Labels
Personal Values Affecting Teenage Spending
Creative Cookies

Convenience Style Baked Foods

<table>
<tr><th>Behavioral Objectives</th><th>Sample Test Items</th></tr>
<tr><td>1. The student will be able to list four out of five of the circumstances discussed in class when it would be to a family's advantage to use convenience foods. (B.O.1)</td><td>1. List five circumstances when it would be to a family's advantage to use convenience foods.</td></tr>
<tr><td>2. The student will be able to list, with at least 80% accuracy, five examples of "instant" convenience foods. (B.O.1)</td><td>2. List five examples of "instant" convenience foods.</td></tr>
<tr><td>3. The student will be able to list, with at least 80% accuracy, five points that should be considered when choosing convenience foods. (B.O.1)</td><td>3. List five factors that should be considered when choosing convenience foods.</td></tr>
<tr><td>4. The student will be able to list, with at least 80% accuracy, five types of convenience foods and give two different forms in which each food can be purchased. (B.O.1)</td><td>4. List five types of convenience foods and give two different forms in which each one can be purchased.</td></tr>
<tr><td>5. When given the cost per package and number of servings of several different forms in which a certain food can be purchased, the student will be able to compute, with at least 80% accuracy, the cost per serving of each form. (B.O.2)</td><td>5. Calculate the cost per serving of each of the following:
<table>
<tr><th></th><th>Cost per package</th><th>No. of serv.</th><th>Cost per serv.</th></tr>
<tr><td>Bakery rolls</td><td>.72</td><td>6</td><td></td></tr>
<tr><td>Packaged supermarket rolls</td><td>.49</td><td>12</td><td></td></tr>
<tr><td>Frozen prepared rolls</td><td>.50</td><td>10</td><td></td></tr>
<tr><td>Brown & Serve rolls</td><td>.53</td><td>12</td><td></td></tr>
<tr><td>Refrigerator-Vacuum packed</td><td>.35</td><td>10</td><td></td></tr>
</table></td></tr>
<tr><td>6. When given several different stages of preparation and serving a certain food, the student will be able to list, with at least 80% accuracy, two advantages of each stage. (B.O.2)</td><td>6. List two advantages of serving muffins prepared the following stages:
a. Made from scratch
b. Packaged Mix
c. Heat and Serve
d. Baked and packaged
e. Bakery</td></tr>
</table>

FOOD AND NUTRITION

BUYMANSHIP
Level II: 4 hours

Module: BEING AN INFORMED GROCERY SHOPPER

Behavioral Outcomes:

1. Prepares an adequate food shopping list.
2. Compares foods in various forms and selects the best for the situation.
3. Identifies types of food stores and services each provides.

Suggested Learning Experiences:

- Read about and discuss ways of preparing an adequate shopping list and the reasons for its importance. (1)
- Analyze food ads to determine information available. Make comparisons of products, prices, and types of stores advertising. Write shopping lists for proposed menus. (1, 2)
- Each student investigates a particular food, then reports to the class on various forms available and uses for each form. (2)
- Discuss factors which influence pricing and services in a store. Take a field trip or plan individual student trips to a variety of grocery stores to compare services in each and factors influencing pricing. (3)
- FHA Experience: Our Future as Homemakers - take a field trip to compare prices, packaging, and quality differences in food items. Discuss how consumers can influence the market. (2, 3)

Suggested Measurement of Student Progress:

- Problem - Have student write a market order for a given menu. Check the items already on hand and list special information to seek about foods to be purchased. (1, 2)
- Matching test - Match types of stores with a list of services provided. (3)

Some Related Modules:

Convenience Style Baked Foods
Analyzing Food Labels
Entertaining at Home
Cooking Outdoors
How Foods Work for You
Special Diets
Kitchen Ecology

Food and Nutrition-
Buymanship
Level II - 4 hours

Being An Informed Grocery Shopper

Behavioral Objectives	Sample Test Items
1. When given a menu and a list of foods on hand, the student will be able to prepare, with at least 80% accuracy, a food shopping list that includes the quantity and form of each item needed. (B.O.1)	1. The dinner menu given below is for a family of four. A list of foods on hand is also given. In the space provided, prepare a food shopping list including the quantity and form of each food needed. (The sample menu will vary depending on the ability and experiences of the class.)
2. When given a list of three foods, the student will tell two different forms in which each food can be purchased. (B.O.2)	2. Three foods are listed below. What are two different forms in which each food can be purchased.
3. When given the price and the number of servings in a container of food, the student will be able to calculate the price per serving to the nearest cent. (B.O.2)	3. A can of grapefruit sections costs $.39 and will serve five people. Calculate the cost per serving to the nearest cent.
4. When given several advertisements for a food in different forms, the student will be able to correctly figure the price per ounce to the nearest one decimal and select the least expensive form. (B.O.2)	4. Three advertisements for orange juice are shown on a separate sheet. Which form of orange juice is the least expensive? (Cut out or design advertisements for this question.)
5. When given a choice of a food in various forms for several situations, the student will be able to select, with at least 80% accuracy, the most appropriate form of food for each situation and give one reason for each selection. (B.O.2)	5. Pictures of a food in various forms are provided on a separate sheet of paper. Select the most appropriate form of the food for each of the situations listed below and give one reason for each selection. (Ditto a sheet containing drawings of various forms and sizes of cans of tuna fish and prices.) (a) tuna casserole for a family of four (b) low calorie luncheon salad for two people (c) tuna fish sandwiches for four people (d) tuna casserole to serve twenty people (e) creamed tuna and peas for four people (The food selected for the test question will vary depending on the experiences and ability of class members.)
6. When given a list of the different types of food stores, the student will be able to list two services provided by each type of store. (B.O.3)	6. Three types of food stores are given below. In the space provided, list two services that are provided by each type of store.

Module: CREATIVE COOKIES

Behavioral Outcomes:

1. Identifies the six basic types of cookies
2. Creates varied and interesting cookies
3. Plans for adequate storage of cookies
4. Uses appropriate ways of serving cookies

Suggested Learning Experiences:

- Research for types of cookies. Put on a tasting party with varied and creative cookies. (1)
- Prepare rolled cookies and decorate them. Shape various ways. Make other cookies using cookie press. (2)
- Show adequate storage of cookies and use for class products. (3)
- Plan and carry out an entertainment, serving the cookies. (4)
- FHA Experience: chapter members make a variety of cookies for Christmas gifts or to sell. (2, 3)

Suggested Measurement of Student Progress:

- List types of cookies and give examples. (1)
- Demonstrate mixing, handling, and decorating techniques. (2)
- Show or describe adequate storage techniques for cookies. (3)
- Select appropriate way of serving cookies for two occasions. (4)
- Rate the success of preplanning, preparation of cookies, and carrying out of entertainment plans for party. (1-4)

Some Related Modules:

Party Perfect Foods
Kitchen Safety
Being an Informed Grocery Shopper
Sparkling China, Gleaming Crystal, Shining Pots
Analyzing Food Labels
Entertaining at Home

Food and Nutrition - Leisure
Level II - 5 hours

Creative Cookies

Behavioral Objectives	Sample Test Items
1. When given a list of different types of cookies and a list of the names of several kinds of cookies, the student will be able to match, with at least 80% accuracy, each name with the appropriate type of cookie. (B.O.1)	1. On the line at the left of each type of cookie in Column A, write the number of the cookie in Column B that is an example of that type of cookie. ____a. drop ____b. bar ____c. rolled ____d. refrigerator ____e. pressed 1. Spritz 2. Chocolate chip 3. Brownie 4. Peanut butter thumbprints 5. Flowerpot cookies 6. Fruit slices 7. Eclairs
2. The student will be able to prepare the six basic types of cookies following the procedures demonstrated in class and receive a score of at least 10 points for each type of cookie on a rating scale developed in class. (B.O.2)	2. Using the recipes and materials provided by your teacher, prepare each of the six basic types of cookies. The finished cookies will be rated by the rating scale developed in class. Sample Rating Scale* Excellent (3) / Average (2) / Poor (1) a. Flavor • appealing ____ ____ ____ • rich ____ ____ ____ b. Texture (tender) ____ ____ ____ c. Color (light brown) ____ ____ ____ d. Shape (even, rolled cookies should retain the shape of the cutter) ____ ____ ____ *The rating scale used will depend upon the individual teaching situation. The same rating scale can be used to rate each of the six basic types of cookies.
3. When given descriptions of four types of cookies, the student will be able to describe for three out of the four types of cookies, the method that must be used to store each cookie for one month's time without a noticeable loss of flavor and texture. (B.O.3)	3. Briefly describe the method and equipment that would be used to store each of the following types of cookies for one month without any noticeable loss of texture or flavor. a. soft, moist textured bar cookies b. drop cookies c. crisp refrigerator cookies d. rolled cookies

Behavioral Objectives	Sample Test Items
4. When given a plate and a specific assortment of cookies, the student will be able to make three arrangements that will correctly illustrate two of three given design principles for arranging cookies. (B.O.4)	4. Using the plate and the assortment of cookies provided by your teacher, make three arrangements of cookies that will illustrate each of the design principles given below. a. symmetrical balance b. radial balance c. progressive rhythm

Module: LOOKING INTO THE FUTURE IN FOODS OCCUPATIONS

Behavioral Outcomes:

1. Identifies the jobs available in foods occupations.
2. Examines a job of special interest in a foods occupation.

Suggested Learning Experiences:

- See filmstrip, read, and discuss jobs available in food occupations. (1)
- Invite persons such as a dietitian, waitress, chef, cafeteria worker, and bakery shop employee to discuss their jobs in relation to qualifications required and specific duties of the jobs. (1)
- Take a field trip to a business establishment where food is prepared to see how each job fits into the total picture. (1)
- Research a specific job using guidance materials, library materials, and interviews. Report to the class on education needed, specific duties, working conditions, special requirements, and pay. (2)
- FHA experience: work on encounter project - Toward Preparation for Adulthood - in the area of foods careers. (2)

Suggested Measurement of Student Progress:

- Matching Test - Match job titles and job descriptions. (1)
- Rate research projects. (2)

Some Related Modules:

Careers in Housing, Furnishings, and Equipment
Fitting Your Interest in Clothing and Textiles To a Job
Jobs That Deal With People
Special Diets

Food and Nutrition-
Career
Level II - 4 hours

Looking Into the Future in Foods Occupations

Behavioral Objectives	Sample Test Items
1. The student will be able to list, with at least 80% accuracy, ten jobs in food industries that were discussed in class. (B.O.1)	1. List ten jobs in the food industries that were discussed in class.
2. When given a list of ten jobs in food industries, the student will be able to describe, with at least 80% accuracy, the job duties of each job. (B.O.1)	2. Ten jobs in food industries are listed below. Describe the job duties of each job. a. Waitress b. Chef c. Bus Boy d. Hostess e. Pantry Worker f. Baker g. Butcher h. Head Waiter i. Food Checker j. Dietitian
3. When given a list of five jobs in food industries, the student will be able to list, with at least 80% accuracy, the training required of a person wishing to obtain each job. (B.O.2)	3. Five jobs in food industries are listed below. Describe the training that would be required of a person wishing to obtain each job. a. Baker b. Dietitian c. Bus Boy d. Head Waiter e. Butcher

Module: SPECIAL DIETS

Behavioral Outcomes:

1. Plans nutritious meals for specific diets such as weight gain or loss, allergies, diabetes, or low salt.
2. Prepares foods for a variety of special diets.

Suggested Learning Experiences:

- Locate fad and special diets and report to class. Relate to basic nutritive requirements. (1)
- Keep diary of food intake to determine problem areas in personal eating habits. (1)
- Discuss, plan, and prepare appealing snacks for specific diets. (2)
- Plan and prepare breakfasts, lunches, and dinners for special diets according to individual interest. (2)
- FHA Experience: chapter members plan Growth Through Encounter project by preparing and serving one weekend meal to a shut-in older person for a month; or, chapter develops its own weight control project for members. (2)

Suggested Measurement of Student Progress:

- Given a basic menu, suggest changes which will make the menu fit criteria of the special diet studied. (1)
- Given a recipe, identify problem ingredients and suggest alternatives for the diet studied. (2)

Some Related Modules:

How Food Works for You
Looking Into Future in Foods Occupations
Jobs That Deal With People
Being an Informed Grocery Shopper
Analyzing Food Labels

Special Diets

Behavioral Objectives	Sample Test Items
1. **When given a nutritious 2400 calorie basic diet and a calorie counter or a diabetic exchange list, the student will adapt, with at least 80% accuracy, the basic menu to fit the needs of one of the 5 special diets studied in class. (B.O.1)**	1. Adapt the basic diet given below to meet the needs of one of the following special diets: . weight gain (3000 calories) . weight loss (1200 calories) . allergy diet (egg-free) . diabetes (carbohydrates restricted) . low salt Basic 2400 Calorie Diet Breakfast . 1/2 cup of orange juice . poached egg . 2 slices of bacon . 1 slice of toast with 1 tsp. of butter . 1 cup of cocoa Lunch . hamburger on a roll . apple . 2 peanut butter cookies . 1 cup of milk Dinner . 3 oz. steak . 1/2 cup of cooked carrots . baked potato with 1 tbsp. of butter . tossed salad — 1/8 head lettuce, 1/2 of a tomato, and 1 tbsp. of french dressing . 1/2 cup of vanilla ice cream . 1 cup of milk Snack . 1/2 cup of milk . 2 graham crackers
2. When given the recipe for a dessert and a list of special diets, the student will be able to indicate, with at least 80% accuracy, whether or not the dessert should be included in each diet and then give one reason for each answer. (B.O.2)	2. The recipe for a dessert and a list of special diets are given below. Indicate whether or not the dessert should be included in each diet and then give one reason for each answer. Possible Dessert Recipes* a. Lemon Gelatin 1 tsp. unflavored gelatin 2 tbsp. cold water 1 tsp. lemon juice 1/2 cup water Put cold water in top of double boiler, add gelatin and let stand 10 minutes at room temperature. Place pan over boiling water to dissolve gelatin. One fourth grain saccharin may be added for flavor. Remove from stove. Add lemon juice and 1/2 cup of water. Chill.

Behavioral Objectives	Sample Test Items
2. continued	2. continued

b. Applesauce Cake

1 c. applesauce
7/8 c. brown sugar
1/2 c. liquid vegetable oil
1 3/4 c. wheat flour
1 tsp. baking soda
1/2 tsp salt
1 tsp. cinnamon
1/2 tsp. cloves
1/2 c. raisins
1/2 c. nuts

Mix applesauce, sugar and oil. Combine dry ingredients and add the raisin and nuts. Strain the applesauce mixture and blend. Pour into a greased and floured 9" pan. Bake in pre-heated 350° oven for 40 minutes.

*Fannie Farmer Boston Cook Book.

Special Diets

a. weight gain ______________________________
____

b. weight loss ______________________________
____

c. egg allergy ______________________________
____

d. diabetes ______________________________
____

e. low salt ______________________________
____

Module: HOW FOODS WORK FOR YOU

Behavioral Outcomes:

1. Identifies the nutrients, their uses in the body, the food sources, and diseases caused by nutritional deficiencies.
2. Plans menus using essential nutrients.

Suggested Learning Experiences:

- Research and discuss nutrients. Record information on a worksheet to link nutrients with body uses, food sources, and diseases which result from insufficient amounts. (1)
- Write television commercials for selling nutrients and present to class. Use a check list to rate television commercials. (1)
- Play "Who Am I?" Hold up card with name of nutrient so everyone but the one who is "it" can see it. "It" must ask questions that class members can answer with "yes" or "no." A limit of questions or a scoring system can be devised. (1)
- Prepare a series of bulletin boards with pictures of major food sources of each nutrient. (1)
- Plan menus following the basic food groups and identify the major nutrients represented. (2)
- FHA Experience: Our Future as Homemakers Project — explore how nutrition affects the quality of living. Relate to own food habits. (1, 2)

Suggested Measurement of Student Progress:

- Match nutrient with disease which results when the diet lacks or is deficient in the nutrient. (1)
- Rate menus planned by students for adequacy in meeting daily nutritional needs. (2)

Some Related Modules:

Looking in the Future in Foods Occupations
Being an Informed Grocery Shopper

Food and Nutrition-
Health & Safety
Level II - 5 hours

How Foods Work For You

Behavioral Objectives	Sample Test Items
1. The student will be able to correctly define the word nutrition. (B.O.1)	1. Define the word nutrition.
2. The student will be able to list, with at least 80% accuracy, the five food nutrients that are necessary for a balanced diet. (B.O.1)	2. List the five food nutrients that are necessary for a balanced diet.
3. When given a list of food nutrients and a list of the functions of food nutrients, the student will be able to match, with at least 80% accuracy, each food nutrient with the appropriate function. (B.O.1)	3. On the line at the left of each food nutrient listed in Column A, write the number of the phrase in Column B which best describes the function of that food nutrient in the human body. Column A ____a. protein ____b. vitamins ____c. calcium and phosphorus ____d. carbohydrates ____e. iron Column B 1. provides a quick source of energy 2. necessary for rich blood 3. builds new tissue and repairs worn cells 4. prevents bleeding 5. builds strong bones and teeth 6. regulates the body and protects us from disease
4. When shown ten pictures of different foods, the student will be able to list, with at least 80% accuracy, the nutrient that is present in the largest amount in each food. (B.O.1)	4. The pictures of ten different foods are shown below. In the space provided, write the name of the nutrient that is present in the largest amount in each food.
5. The student will be able to name, with at least 80% accuracy, five diseases that are caused by a deficiency of nutrients in the diet and then indicate the nutrient that must be missing for each disease to occur. (B.O.1)	5. List five diseases caused by a deficiency of nutrients in the diet. For each disease listed, name the nutrient that must be missing for that disease to occur.
6. When given five poorly planned menus, the student will be able to change, with at least 80% accuracy, each menu so that it includes at least one serving of each of the Basic Food Groups. (B.O.2)	6. Five poorly planned menus are given below. Change each menu so that it includes at least one serving of each of the Basic Food Groups. (The five poorly planned menus would depend upon teacher preference.)
7. When given a sample menu and a list of five nutrients, the student will be able to indicate, with at least 80% accuracy, a food in the menu that would be a good source of each nutrient. (B.O.2)	7. A menu and a list of five nutrients are given below. On the lines at the left of each nutrient, write the name of one food from the menu that would be a good source of that nutrient. (The menu would depend upon teacher preference.) __________a. protein __________b. calcium __________c. vitamin A __________d. iron __________e. vitamin C

Behavioral Objectives	Sample Test Items
8. Following the Basic Food Guide, the student will be able to plan, with at least 80% accuracy, a day's menu including breakfast, lunch, dinner, and snacks. (B.O.2)	8. Plan a day's menu including breakfast, lunch, dinner, and snacks following the Basic Food Guide.

Module: COOKING OUTDOORS

Behavioral Outcomes:

1. Identifies safe practices needed for outdoor cooking.
2. Uses safe practices in preparing foods outdoors.

Suggested Learning Experiences:

- Read about or view a filmstrip and discuss safe practices to consider when cooking outdoors, such as locating and lighting fires, providing ventilation, controlling grease drippings, using various fuels, and handling utensils over an open flame. (1)
- Invite a resource person such as an FFA member, scout leader, experienced camper, or backyard chef to demonstrate safely cooking a meal outdoors using a variety of equipment. (1)
- Plan and prepare a meal outside using safe practices. Suggested foods: hamburger, toasted buns, shish kabobs, vegetables in foil, hot cocoa, popcorn, beef stew, sloppy Joe's, soups, hot fruit sauces over biscuits. (2)
- FHA experience: the chapter sponsors an FHA Family Night. FHA class members are in charge of cooking an outdoor family meal. (2)

Suggested Measurement of Student Progress:

- Match types of outdoor fires with all special dangers which relate to each type. (1)
- Given a menu for outdoor cooking, describe how each food will be prepared and safe practices to employ. (2)

Some Related Modules:

Entertaining at Home
Creative Cookies
Being an Informed Grocery Shopper
Plain and Fancy Table Settings
Analyzing Food Labels

Cooking Outdoors

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list two safety factors that should be considered when selecting a site for a fire for outdoor cooking. (B.O.1)	1. List two safety factors discussed in class that should be considered when selecting a site for a fire for outdoor cooking.
2. When given a variety of stones, the student will be able to select a stone that will not explode when used as a support for an outdoor fire. (B.O.1)	2. Several stones have been placed on the table in the front of the room. Which stone will not explode when used as a support for an outside fire. (possible stones; cobble, slate, shale, schist)
3. Based on class discussion, the student will be able to describe one method of safely controlling grease drippings outdoor in cooking. (B.O.2)	3. Describe one method of safely controlling grease drippings in outdoor cooking that was discussed in class.
4. The student will be able to select the right type of cooking fuel and build one of the types of outdoor cooking fires listed below and then cook three different types of foods using the appropriate equipment, cooking utensils, and safety practices. The student should obtain a score of at least 80% on a checklist developed in class. (B.O. 1 & 2) a. tepee fire b. crisscross fire c. charcoal fire d. Vagabond stove fire	4. Using the proper fuel, build one of the types of outdoor cooking fires listed below. Then cook the three foods provided by the teacher using the appropriate equipment, cooking utensils, and safety practices. Your performance will be rated by a checklist developed in class. a. tepee fire b. crisscross fire c. charcoal fire d. Vagabond stove fire

Sample Checklist*

	Procedure Performed	
	Yes	No
a. A rack is made for ventilation	___	___
b. Appropriate tinder, kindling and/or fuel is selected for the type of fire	___	___
c. Fire is built to provide for ignition according to safety practices	___	___
d. Fire is built to provide for cooking according to safety practices	___	___
e. Near the laid fire, the match is struck away from the body	___	___
f. The tinder is lit from the bottom	___	___
g. The kindling is added gradually to burning tinder	___	___
h. Fuel is added safely to kindling to form the desired type of fire	___	___
i. Fuel is stored far enough from fire to prevent sparks from igniting	___	___
j. Proper safety equipment was selected to handle cooking utensils	___	___
k. Safety equipment was used to handle cooking utensils according to safety practices	___	___
l. Foods were cooked according to safety practices for the utensil and the food	___	___
m. The fire always had a fire watcher	___	___
n. Water or sand or dirt and a shovel to put out the fire	___	___

*The checklist used will depend on the individual teaching situation.

Module: INSTANT SEWING FOR SELF

Behavioral Outcomes:

1. Selects a pattern appropriate to experience and skill.
2. Uses appropriate techniques in constructing a garment.
3. Identifies acceptable standards in garment construction.

Suggested Learning Experiences:

- Give practical and objective pretests. (1)
- Establish criteria for selecting patterns appropriate to experience. Use a checklist to determine the suitability of various patterns. (1)
- Demonstrate techniques for preparing pattern, laying on fabric, and cutting. Students carry out these steps using own pattern guide sheet. (2)
- Demonstrate construction techniques as needed. Show filmstrips if available. Students carry out steps on own garments. (2)
- Help students construct a garment rating scale and use in rating garments. (3)
- FHA experience: as a community service project, construct and/or alter garments for children or other people in a State institution. (2, 3)

Suggested Measurement of Student Progress:

- Use check list to determine most appropriate patterns for students with specific skills. (1)
- Given a layout sheet, identify pattern pieces, symbols, and layout directions. (2)
- Multiple-Choice Test - Select most appropriate construction techniques for stated item or parts, considering present skills. (2)
- Rate individual garments. (2, 3)

Some Related Modules:

Measuring for the Correct Pattern Size
Fitting Your Interest in Clothing and Textiles
  To a Job
Size Up Your Style
Making Your Clothes More Personal
Fabric Selection for Ready-To-Wear and Home
  Sewing

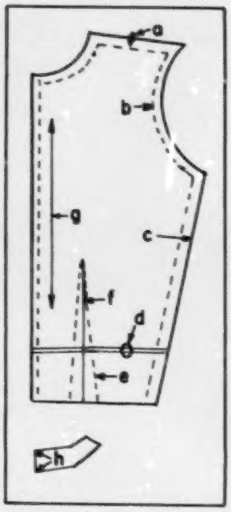
Instant Sewing for Self

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with at least 80% accuracy, all of the different types of information found on the back of pattern envelopes. (B.O.1)	1. List all of the different types of information found on the back of a pattern envelope.
2. Based on class demonstration, the student will be able to draw a diagram of a piece of material and label the four important parts. (B.O.1)	2. Draw a diagram of a piece of material and label the four important parts.
3. Based on class discussion, the student will be able to list all of the information needed to determine the amount of material required to make a garment. (B.O.1)	3. List all of the information needed to determine the amount of material required to make a garment.
4. When given a pattern envelope and the width of the material, the student will be able to determine the amount of material that must be purchased to make a certain sized garment. (B.O.1)	4. Using the pattern envelope you have been given, determine how much material you will have to purchase for your size if the material is 45" wide.
5. The student will be able to perform the basic skills of threading a sewing machine, sewing in a straight line, and laying out basic pattern pieces on paper and receive a score of 100% on a checklist developed in class. (B.O.2)	5. Three basic sewing operations are listed below. Perform each sewing operation using the appropriate procedures, equipment, and materials. Your performance will be rated by a checklist developed in class. a. Completely thread a sewing machine b. Sew in a straight line on a piece of cloth for approximately 1 ft. c. Lay out on paper the basic pattern pieces that you have been given

Sample Checklist*

	Procedure Performed	
	Yes	No
a. Threaded sewing machine	___	___
b. Threaded bobbin and pulled up bobbin thread correctly	___	___
c. Sewed in a straight line	___	___
d. Could identify pattern markings	___	___
e. Was able to lay out basic pattern pieces on paper	___	___

*The checklist used will depend upon the individual teaching situation.

Behavioral Objectives	Sample Test Items
6. When given a diagram of pattern pieces, the student will be able to identify, with at least 75% accuracy, the indicated symbols on the pattern pieces. (B.O.2)	6. For each of symbols a through h in the diagram below, write in the space provided the name of the pattern symbol that is indicated by that letter. a.____________________ b.____________________ c.____________________ d.____________________ e.____________________ f.____________________ g.____________________ h.____________________ 
7. When given the name of three sewing techniques, the student will be able to briefly describe the purpose of each technique. (B.O.2)	7. Briefly describe the purpose of each sewing technique listed below. a. Understitching b. Gathering c. Top Stitching

Behavioral Objectives	Sample Test Items
8. When using a pattern for a garment and a piece of fabric, the student will be able to construct the garment using the procedures demonstrated in class and receive a score of at least average on all categories of a rating scale developed in class. (B.O. 2,3)	8. Using a pattern and fabric, construct a garment. Your performance will be rated by the rating scale developed in class.

Sample Rating Scale*

	Excellent (3)	Average (2)	Poor (1)
a. Fitting the pattern			
b. Straightening the fabric			
c. Laying-out the pattern			
d. Cutting out the pattern			
e. Stay-stitching where necessary			
f. Stitching of darts			
g. Joining the center back seam			
h. Putting in the zipper			
i. Joining the shoulder seams			
j. Sewing together the neck facings			
k. Edgestitching the neck facings			
l. Sewing in the neck facings			
m. Finishing the armhole facings edges			
n. Tacking the facings in place			
o. Fitting the side seams			
p. Joining the side seams			
q. Marking the hem			
r. Sewing the hem			
s. Appearance of finished seams			
t. Fit and appearance of finished garment			

*The rating scale used will depend upon the individual teaching situation and the garment being sewn.

Module: MEASURING FOR CORRECT PATTERN SIZE

Behavioral Outcomes:

1. Uses correct techniques for measuring body for patterns.
2. Analyzes body measurements in relation to pattern sizes.
3. Uses correct techniques to make simple pattern alterations.

Suggested Learning Experiences:

- Observe demonstration of body measurement for pattern selection. Measure partner according to demonstrated technique and record measurements. (1)
- Classify body measurements for figure types and ascertain corresponding pattern sizes. (2)
- Make alterations on pattern pieces so that pattern fits partner. (3)
- FHA Experience: alter a simple pattern to fit a sibling, parent, relative, senior citizen, or other person needing such service. (3)

Suggested Measurement of Student Progress:

- Demonstrate the correct way to measure for pattern size. (1)
- From a chart or pattern envelope giving body measurements and corresponding pattern sizes, find correct pattern sizes for stated measurements. (2)
- Make simple pattern alterations to meet specified needs. (3)

Some Related Modules:

Instant Sewing for Self
Making Your Clothes More Personal
Size Up Your Style
Fabric Selection for Ready-To-Wear and Home Sewing

Measuring For Correct Pattern Size

Behavioral Objectives	Sample Test Items
1. Using the measuring techniques demonstrated in class, the student will be able to measure, with at least 90% accuracy, the bust, waist, hip, back-waist length and height of a mannequin. (B.O.1) 2. When given a set of body measurements, the student will be able to analyze the measurements and select from a Body Measurement Chart approved by the Measurement Standard Committee of the pattern industry, the pattern size and type which has measurements closest to the given set of body measurements. The pattern must have a bust measurement that is within one inch of the given bust measurement. (B.O.2) 3. When given a set of body measurements and a pattern type and size, the student will be able to calculate the differences between the given body measurements and the pattern body measurements to the nearest 1/4 inch and then indicate whether the pattern must be made larger or smaller for each measurement. (B.O.2)	1 Practical Test for Objectives 1, 2 and 3 • Equipment needed • Tape measure • String • Yardstick • Body Measurement Chart approved by the Measurement Standard Committee of the Pattern Industry • Directions During the clothing laboratory, perform the following operations: a. Make each of the following measurements on the mannequin assigned to you by your teacher and record them on the measurement chart provided. 1. bust 4. back-waist length 2. waist 5. height 3. hip b. Using a Body Measurement Chart approved by the Measurement Standard Committee of the pattern industry, select the pattern size and type which has measurement closest to those that you recorded on the measurement chart. The bust measurement of the pattern must be within one inch of the bust measurement recorded on your chart. Record the pattern measurements in the appropriate places on the measurement chart. c. Determine the difference between the measurements that you made and those of the pattern that you selected. Record them in the appropriate places on the measurements chart. If the pattern must be made larger, the answer is to be marked +, if the pattern must be made smaller, the answer is to be marked -. Calculations should be accurate to the nearest 1/4".
4. When given 4 miniature skirt patterns, and an alteration that must be made on each pattern, the student will be able to make each alteration with at least 80% accuracy. (B.O 3)	4. You will be given four miniature skirt patterns. Perform each of the alterations listed below on one of the patterns using the appropriate equipment and procedures. a. lengthen skirt by 1/2" b. shorten skirt by 1/2" c. enlarge waistline by 1/2" d. reduce waistline by 1/2"

Suggested Personal Measurement Chart

	Column I Your Measurements	Column II Pattern Measurements	Column III Adjustments + or -
Bust			
Waist			
Hips			
Back Waist Length			
Height			

Pattern Type ______________________

Pattern Size ______________________

Module: FABRIC SELECTION FOR READY-TO-WEAR AND HOME SEWING

Behavioral Outcomes:

1. Describes properties of natural and man-made fibers and their relative usefulness.
2. Compares finishes on fabrics in relation to performance.
3. Analyzes qualities of fabric in relation to desired performance.

Suggested Learning Experiences:

- Collect clothing that has worn or cleaned poorly, failed to retain shape, or changed color, to compare with those that have proven satisfactory in all these respects. Compile all information known about the fabric regarding fiber, cleaning instructions, color-fastness, shrinkage, and other information on label. Develop a list of information to be used as guidelines for future purchases. (1, 2, 3)
- Study properties of natural and man-made fibers and their relationship to fabrics for different uses. Examine samples of fabrics made from each fiber as the properties are studied. (1)
- Examine fabrics with unique finishes that can be recognized, and that are important for certain functions. Discuss importance of label information for that majority of finishes where finish treatments are invisible. (2)
- Visit fabric and clothing departments in a local store. Examine fabrics and label information. Make final revision of guidelines for fabric selection started previously. (1, 2, 3)
- FHA Experience: Prepare corridor showcase exhibit of fabrics, labelling for characteristics, and uses. (2)

Suggested Measurement of Student Progress:

- Match names of natural and man-made fibers with fiber properties. (1)
- Given swatches of fabric, accompanying labels, or label information, identify uses the fabric will serve and the care required. (1, 2, 3)

Some Related Modules:

Instant Sewing for Self
Using Information on Clothing Labels
Making Your Clothes More Personal
Size Up Your Style
Measuring for the Correct Pattern Size

Fabric Selection for Ready-to-Wear and Home Sewing

1. The student will be able to list three properties of natural fibers and three properties of man-made fibers that were discussed in class. (B.0.1)	1. List three properties of natural fibers and three properties of man-made fibers.
2. Given a list of several descriptions of natural and man-made fibers and a list of fibers, the student will be able to match, with 80% accuracy, each fiber with the appropriate description. (B.0.1)	2. On the line at the left of each fiber description listed in Column A, write the number of the fiber in Column B that is being described by that description. ___a. A fiber not affected by sunlight, fire or mildew ___b. A fiber which resists wrinkling and springs back to shape when crushed or twisted ___c. A durable fiber which can be safely washed and dried at high temperatures ___d. A light weight, bulky fiber with the feel of wool ___e. A crisp fiber which wrinkles easily unless finished to prevent this 1. cotton 2. silk 3. linen 4. acrylic 5. glass 6. nylon 7. polyester 8. spandex
3. Given five swatches of fabrics, the student will be able to tell, with 80% accuracy, the type of weave or knit that was used to produce each swatch. (B.0.2)	3. Five fabric swatches are given on a separate sheet. In the space provided, write the name of the type of weave or knit that was used to produce each swatch.
4. Given a list of four types of weaves used to produce fabrics, the student will be able to give the name of a fabric that is produced by that type of weave. (B.0.2)	4. Four types of weaves are listed below. In the space provided next to each type of weave, give the name of one fabric which is produced by that type of weave. __________ (a) plain __________ (b) twill __________ (c) satin __________ (d) pile
5. Given a list of the finishes applied to fabrics, the student will be able to tell what performance characteristic a fabric will have due to each type of finish. (B.0.3)	5. Five finishes applied to fabrics are listed below. What performance characteristic would be given to a fabric by each type of finish? (a) permanent press (b) stain and spot resistant (c) shrink resistant (d) water proof (e) water repellent

Module: USING INFORMATION ON CLOTHING LABELS

Behavioral Outcomes:

1. Identifies the information available on clothing labels.
2. Uses information on labels to determine the desirability of a product for a given situation.
3. Gives reasons for retaining labels for reference after clothing is purchased.

Suggested Learning Experiences:

- Collect labels, tags, and advertisements. Research meanings of terms and their relationship to use of product. (1)
- Discuss term meanings and their implications for the consumer. Develop a bulletin board to show how information found on labels is helpful. (1, 3)
- Select clothing items by using a catalog, newspaper, or magazine advertisement. Examine the desirability of each potential purchase in terms of the information given about it. (2)
- Examine clothing in a store. Determine desirability of prospective purchases in terms of label information. (2)
- FHA Experience: Prepare school corridor bulletin board on clothing labels and tags, rating each for completeness, and explaining term meanings. Highlight points covered in current legislation affecting clothing labels. (1, 2)

Suggested Measurement of Study Progress:

- Match clothing label terms and definitions. (1)
- Given the information available on three similar garments pick one for an intended use and state why it was chosen. (2)
- Essay - "How Using Label Information Can Help Me Get Satisfaction From My Garments." (3)

Some Related Modules:

Fabric Selection for Ready-To-Wear and Home Sewing
Size Up Your Style
Measuring for the Correct Size
Fitting Your Interest in Clothing and Textiles to a Job

Using Information on Clothing Labels

Behavioral Objectives	Sample Test Items
1. When given a list of clothing label terms and a list of label descriptions, the student will be able to match, with at least 80% accuracy, each label description with the appropriate label term. (B.O.1)	1. On the line at the left of each label term in Column A, write the number of the phrase in Column B which best describes that label term. **Column A** ___ a. M W ___ b. Dacron® ___ c. polyester ___ d. Scotchgard® ___ e. denim **Column B** 1. manufacturer of garment 2. trade name of fiber 3. fabric blend 4. care instructions 5. fabric finish 6. family name of fiber 7. name of fabric
2. When given a description of a blouse, the student will be able to draw a label for the blouse that meets at least 80% of the requirements of the Textile Fiber Products Identification Act and the Permanent Care Labeling Rule. (B.O.1)	2. Draw a label that could be permanently attached to the blouse described below. This label must meet the requirements of the Textile Fiber Products Identification Act and the Permanent Care Labeling Rule. Include only the information required by law on your label. **Blouse Description** A red blouse is made of woven crepe in a blend of 40% acetate and 60% Antron® nylon. The blouse was manufactured in England for Sears. The blouse must be hand washed in warm water and line dried. It cannot be bleached or dry cleaned. Touch up ironing should be done with a cool iron. The blouse has long sleeves, a turtle-neck and costs $6.98.
3. When given information about a garment, the student will be able to state the desirability of purchasing the garment for a particular use and give 5 reasons to support the answer. (B.O.2)	3. Read the information given on the hangtag below and then decide if the slacks described by the hangtag should be purchased to wear to school in the spring. Give 5 reasons to support your answer. SEARS 100% Dacron® Polyester Double Knit Size 12 Flare Permanent Press Lot 141 White $16.00 Machine Wash & Dry
4. The student will be able to list, with at least 80% accuracy, five reasons discussed in class for keeping labels after clothing is purchased. (B.O.3)	4. List five reasons discussed in class for keeping labels for reference after buying clothing.

LEISURE
Level II: 4 hours

Module: MAKING YOUR CLOTHES MORE PERSONAL

Behavioral Outcomes:

1. Identifies appropriate techniques to use when modifying clothing to make more personal within current styles.
2. Uses appropriate techniques to modify clothing to fit current styles.

Suggested Learning Experiences:

- Discuss ways in which clothing can be modified to reflect changing styles in fit, trim, hemming, fringing, patching, belts, and embroidery. (1)
- Select projects in modifying clothing, and carry out projects in class. (2)
- FHA experience: work on children's clothing to make more personal and take completed items to children in need such as in a children's home. (1, 2)

Suggested Measurement of Student Progress:

- Given a type of clothing to be modified, identify how it will be modified and steps for doing it. (1)
- Score completed projects for appropriateness of techniques used. (2)

Some Related Modules:

Instant Sewing for Self
Size Up Your Style
Fabric Selection for Ready-To-Wear and Home Sewing
Measuring for the Correct Pattern Size

Making Your Clothing More Personal

Behavioral Objectives	Sample Test Items
1. When shown a dress that is 3 inches too short for the current style and which has a 2 inch hem, the student will be able to briefly describe one technique that can be used to lengthen the dress by 3 inches. (B.O.1)	1. The dress shown in the front of the room is 3 inches too short and has a 2 inch hem. Briefly describe one technique which may be used to lengthen the dress by 3 inches.
2. When given a dress that is 3 inches too short and which has a 2 inch hem, the student will be able to lengthen the dress by 3 inches and receive a score of 100% on a checklist developed in class. (B.O.2)	2. The dress that you have been given is 3 inches too short and has a 2 inch hem. Using an appropriate technique, lengthen the dress by 3 inches. Your performance will be rated by a checklist developed in class.

Sample Checklist*

Procedure	Procedure Performed Yes	No
a. Removed original hem stitches	___	___
b. Pressed hem out	___	___
c. Cut off excess hem evenly	___	___
d. Attached extension in straight plain seam (or other appropriate method)	___	___
e. Pressed seam according to type of extension used	___	___
f. Finished bottom edge of extension according to type used	___	___
g. New extension compliments dress style	___	___

*Different techniques may be used to lengthen the dress. The checklist above is for the technique of removing the present hem and joining an extension of 3 inches (plus seam allowances and necessary hem) of band, braid, trim, or ruffle.

Level II: 4 hours

Module: FITTING YOUR INTEREST IN CLOTHING AND TEXTILES TO A JOB

Behavioral Outcomes:

1. Identifies the jobs available in occupations in clothing and textiles.
2. Examines a job of special interest in a clothing or textiles occupation.

Suggested Learning Experiences:

. See filmstrip or read and discuss jobs available in clothing and textiles occupations. (1)

. Invite people such as seamstress, factory sewer, clothing store buyer, clothing salesperson, fabric salesperson, window decorator, fashion designer, or tailor to discuss their jobs in relation to background required and specific duties of the job. (1)

. Take a field trip to where clothing and textiles occupations can be seen. Find out how each job fits into the total picture. (1)

. Research a specific job using guidance materials, library materials, and interviews. Report to class on education needed, tasks involved, working conditions, special requirements, and pay. (2)

. FHA experience: work on Encounter project - Toward Preparation for Adulthood - in the area of clothing and textiles careers. (2)

Suggested Measurement of Student Progress:

. Match job titles and requisite worker competencies. (1)

. Rate research projects. (2)

Some Related Modules:

Looking Into the Future in Foods Occupations
Careers in Housing, Furnishings, and Equipment Occupations
Jobs That Deal With People

Fitting Your Interest in Clothing and Textiles To a Job

Behavioral Objectives

1. When given a list of job descriptions and a list of job titles, the student will be able to match, with at least 80% accuracy, each job description with the appropriate job title. (B.O.1)

2. The student will be able to research a job in a clothing and textiles occupation and prepare a report which receives a score of at least 80% when rated by a checklist developed in class. (B.O.2)

Sample Test Items

1. On the line at the left of each job description in Column A, write the number of the job title in Column B which is described by that job description.

Column A

___a. A craftsman who creates new clothing styles
___b. A scientist who creates new types of fabrics
___c. A craftsman who makes guides for cutting cloth
___d. A person who sells garments
___e. A craftsman who sews garments

Column B

1. clothes designer
2. clothing salesperson
3. fabric designer
4. fabric salesperson
5. pattern maker
6. tailor
7. textile chemist

2. Research a job in a clothing and textiles occupation and prepare a report about the job. The report will be rated using the checklist for job reports developed in class.

Sample Job Report Checklist*

	Yes -3-	Somewhat -2-	No -1-
a. Does the report include all of the specific tasks involved for the job?	___	___	___
b. Does the report include all of the working conditions on the job?	___	___	___
c. Does the report include all of the education needed for the job?	___	___	___
d. Does the report include all salary and fringe benefits?	___	___	___
e. Does the report follow correct English form and meet minimum English standards?	___	___	___

*The checklist may vary depending on the criteria set up by the students and the teacher. Also, the student must obtain a score of at least 12 on the checklist.

Module: FACE FACTS

Behavioral Outcomes:

1. Relates health practices to condition and care of face.
2. Applies health practices to the care of own face.

Suggested Learning Experiences:

- View a movie on good complexions. Collect pictures of beautiful people and develop a bulletin board entitled "Beautiful People" with captions such as clear skin, natural look, and vitality. (1)
- Discuss relation of diet, rest, and exercise to complexion. Study a chart showing pores of the skin, ways they excrete waste, and ways they become clogged. (1)
- Research, discuss, and demonstrate ways of cleansing the face according to its condition. (1)
- Read, then discuss ways of caring for lips and eyebrows. (1)
- Observe demonstration by a specialist on use of cosmetics for a healthy appearance. (1)
- Develop and carry out an individual plan for care of complexion. Report periodically on progress. (2)
- FHA experience: develop and carry out an individual face care project as part of "Encounter Personal Growth." (2)

Suggested Measurement of Student Progress:

- Match common problem facial conditions and solutions possible through proper care. (1)
- Score individual plans to improve condition of complexion and/or routine face care. (2)

Some Related Modules:

How Foods Work for You
Appliances for Beauty
Special Diets

Face Facts

Behavioral Objectives	Sample Test Items
1. Based on class discussion, the student will be able to list, with at least 80% accuracy, four health practices that should be followed to achieve or maintain a healthy complexion and then briefly describe how each health practice will help to improve the condition of the skin. (B.O.1)	1. List four health practices that should be followed to achieve or maintain a healthy complexion and then briefly describe how each health practice will help to improve the condition of the skin.
2. When given a list of ten foods, the student will be able to determine, with at least 70% accuracy, whether each food will help to achieve and maintain a healthy complexion or whether it would probably cause a skin problem in adolescent complexions. (B.O.1)	2. Ten foods are listed below. On the line at the left of each food, place a G if the food is needed to maintain a healthy complexion or a P if the food will probably cause skin problems in teenage complexions. ___a. roast turkey ___b. fried chicken ___c. broiled steak ___d. fresh carrot sticks ___e. peanut butter sandwich ___f. water ___g. cola ___h. chocolate cake ___i. spinach ___j. whipped cream
3. When given a list of face problems and a list of solutions to face problems, the student will be able to match, with at least 75% accuracy, each face problem with the appropriate solution. (B.O.1)	3. On the line at the left of each face problem in Column A, write the number of the solution in Column B which would help cure that face problem. Column A: ___a. poor coloring; ___b. frown lines; ___c. loss of face shape; ___d. dark shadows under eyes Column B: 1. relax tension; 2. consult a dermatologist; 3. increase the blood circulation; 4. firm-up the facial muscles; 5. get more sleep
4. Based on class discussion, the student will be able to develop an individual "plan of action" for the care of her skin complexion and obtain a rating of at least 80 percent on a checklist developed in class. (B.O.2)	4. Develop a "plan of action" for the care of your skin complexion. Be sure to include all of the procedures discussed in class. Your "plan of action" will be rated by the checklist developed in class. Sample Checklist* Procedure Performed: Yes / No a. proper diet mentioned ___ ___ b. proper exercise mentioned ___ ___ c. enough sleep mentioned ___ ___ d. correct cleansing techniques mentioned (type of products used may be included) ___ ___ e. protection from environment mentioned (type of products used may be included) ___ ___ *The checklist used will depend upon the individual teaching situation.

Behavioral Objectives	Sample Test Items
5. When given a 16 point skin analysis chart, the student will identify own skin type with 100 percent accuracy. (B.0.2)	5. Using the skin analysis chart given below, identify your type of skin. The box that contains the most checkmarks identifies your skin type. Sample Skin Analysis Chart ____ Smooth and soft ____ No enlarged pores ____ Good coloring — NORMAL ____ Glows but does not shine ____ Shiny ____ Enlarged pores — OILY ____ Frequent blemishes ____ Perspires easily ____ Chaps easily ____ Powder flakes ____ Feels tight after washing — DRY ____ Sensitive to heat or cold ____ Frequent blemishes on forehead ____ Shiny nose ____ Shiny, blemished chin — COMBINATION ____ Dry, flaking cheeks My skin type is ______________________

Module: APPLIANCES FOR BEAUTY

Behavioral Outcomes:

1. Identifies safe ways to use beauty appliances.
2. Uses beauty appliances safely.

Suggested Learning Experiences:

- Research information regarding dangers involved in using home-operated beauty appliances; then develop guides for safe use. (1)
- Invite a knowledgeable person to demonstrate the safe use of a variety of beauty appliances and point out their hazards. (1)
- Demonstrate safe use of own appliances utilizing learnings from experience, research, and the demonstration. Practice in class using other available appliances. (2)
- FHA Experience: Visit a local beauty school as a chapter activity to learn about use of beauty appliances. Report this experience as part of a program on individuality. (1, 2)

Suggested Measurement of Student Progress:

- Shown beauty appliances, identify uses and potential hazards when using each. Define procedure for proper operation. (1)
- Demonstrations: show knowledge and use of correct procedures to eliminate potential dangers. (2)

Some Related Modules:

Face Facts
Size Up Your Style
Special Diets
Making Your Clothes More Personal

Appliances for Beauty

Behavioral Objectives	Sample Test Items
1. When given 5 multiple-choice questions about the safe use of beauty appliances, the student will be able to choose the correct answer to at least 4 questions based on the information discussed in class. (B.O.1)	1. Select the answer that best completes each statement below and place the letter of the correct answer in the blank at the left of each question. ___ • Beauty appliances that can be purchased in the U.S.A. can usually be safely operated only on: a. 110 volt current b. 220 volt current c. 330 volt current d. 440 volt current ___ • Which seal of approval would assure a person that an electric appliance will perform safely if used correctly? a. AC SEAL b. DC SEAL c. UL SEAL d. ES SEAL ___ • To avoid receiving a shock, electric beauty appliances should not be used near: a. dirt b. heat c. water d. rubber ___ • Before an electric appliance is unplugged from a wall outlet, the switch on the appliance should be turned to: a. high b. medium c. low d. off ___ • Unless the instruction book states otherwise, beauty appliances that produce steam or mist should be only filled with: a. hair conditioner b. skin conditioner c. perfume d. water

Behavioral Objectives	Sample Test Items
2. The student will be able to demonstrate the safe use of one beauty appliance and receive a score of at least 80% on a checklist developed in class. (B.O.2)	2. You will be given a beauty appliance. Demonstrate the safe use of the beauty appliance following the appropriate procedures. Your performance will be rated by the checklist developed in class.

Sample Checklist*	Procedure Performed Yes	No
a. Introduced appliance, showing instruction booklet if available	___	___
b. Showed UL Seal and related to safe performance	___	___
c. Gave wattage requirements and related to safety	___	___
d. Discussed safety requirements needed to operate the appliance	___	___
e. Discussed possible dangers from misuse of the appliance	___	___
f. Used the appliance safely according to directions given in instruction book and general safety rules	___	___
g. Put the appliance away so as to insure future safe performance of the appliance	___	___

*The checklist used will depend upon the individual teaching situation.